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ABSTRACT

A career preparation program (CPP) at Alma College, Alma, Michigan, intended to strengthen career planning services, add new programs supporting and augmenting liberal arts program strengths, more effectively integrate educational progress with plans to enter the world of work, and develop faculty career planning skills and liaison with business, research, industry, and public service. Activities included a pre-school advisors' workshop, advisor contact with professionals, Career Consultant Network, career exchange between students and professionals, practicum program, and career preparation workshops. Evaluation of two pilot groups and members of the classes of 1978, '79, '80, and '81 assessed (1) career development growth using the Assessment of Career Decision Making, (2) learning of career planning skills and information, (3) placement readiness, and (4) the relationship of participation in career education activities to skills identification and independent career planning activities. Findings indicated that CPP participation led to improved scores in decision making for students dissatisfied with their choice upon entering college. Participation was positively correlated with satisfaction with major and arranging a practicum. Participation in a practicum was positively correlated with participation in CPP workshops. Participants were rated as having better resumes and reportedly higher skills development in communication and work-related skills. (YLB)

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FINAL REPORT

THE ALMA COLLEGE CAREER PREPARATION PROGRAM

Oct. 1, 1977 - Dec. 31, 1978

PROJECT CATEGORY: SETTINGS

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PREFACE

This publication is the third in a series of reports on Career Preparation in the Liberal Arts. The period of this report extends from September, 1978, through May 30, 1979. It covers the career preparation activities conducted during the second one and one-half year period of the Career Preparation Program developed at Alma College, Alma, Michigan. The program, designed to strengthen traditional career planning services, add new programs that support and augment the strengths of the liberal arts program, and more effectively integrate the students' educational and vocational development was begun in 1976. The program has received funds from the W. K. Kellogg Foundation, the McGregor Foundation, and the Federal Office of Career Education. This report has been designed to indicate the interdependent nature of all career development activities with other academic activities which results in an effective comprehensive approach to career preparation.

When Alma College made this commitment to integrating career preparation with liberal arts education it was expected that it would be a program of national interest. The high level of interest could not, however, have been anticipated. At the writing of this report, well over 450 persons have asked for information on the program, numerous college staffs have visited Alma College, and the Career Preparation staff members have made numerous state and national presentations and have been requested as consultants for other projects.

The report details the major activities of the past one and one-half years, presents results of several attempts at answering research questions, and delineates the strengths and weaknesses of the program. The program has had a major impact on students, faculty, and a variety of constituencies of the College. Its success is directly related to the enthusiasm and commitment with which faculty and staff addressed the challenge of new learning.

BACKGROUND AND OVERVIEW

BACKGROUND

The aim of Alma College in initiating the Career Preparation Program was to demonstrate the effectiveness of the liberal arts in preparing students for entry into successful careers and to assist faculty and students improve their skills in doing so.

Most colleges have offered some form of career services. The establishment and implementation of the Alma College Career Preparation program, was, however, designed to indicate that a comprehensive and integrated approach can and must be developed if colleges are to meet goals of student satisfaction, student awareness of the interdependence between work roles and total development, and assist students in establishing skills that result in satisfactory employment.

The program was initiated after a series of discussions by faculty committees and a Fall faculty conference which devoted its deliberation to discussing the potential benefits of career planning programs. Proposals were written to various sources which eventually resulted in primary funding by the Kellogg Foundation and additional support by the Office of Career Education and the McGregor Foundation. A four and one-half year experimental program was conceived during which time a number of programs would be developed and tested.

At the start of the program, Alma established the following objectives for students and faculty. While the total program impacts upon all of these objectives, those marked with an asterisk are most directly influenced by the practicum concept of the program.

For Students:

1. Improve awareness of personal academic and vocational abilities, values, interests, strengths, and weaknesses.

2. Develop skills in communication and interpersonal relationships.

3. Gain knowledge of career alternatives and realistic expectations about the character of the world of work.

*4. Exhibit initiative in job exploration and selection.

*5. Obtain practical experience.

*6. Become aware of how personal skills and characteristics may be applied to various job opportunities.

7. Develop skills in resume preparation, letter writing, and interview techniques.

*9. Develop entry-level work skills in at least one work role.

10. Obtain suitable employment at rates higher than students at comparable undergraduate institutions.

11. Achieve an education that permits them to move through various work roles.

For Faculty:

*1. Gain greater knowledge concerning application of their disciplines.

2. Develop ability to assist students in evaluation of skills and personal characteristics.

3. Emphasize task effectiveness applicable to various work roles.

*4. Establish working relationships with colleagues in industry, government, private enterprise, professions and other sources of potential employment for students.

*5. Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs.

*6. Increase their utilization of classroom consultants from the world of work.

7. Increase their attention to the applicability of their discipline to work or social issues.

8. Increase their ability to help students design individualized programs of study that are career oriented and academically rigorous.

9. Receive increased requests from the work community to advise on social, industrial, and research issues.

10. Develop and support departmental career information center.

*11. Encourage alumni to help students in career planning.

Additionally, a major commitment was made to work with government, business, labor and industry to assist them in better understanding the potential of a liberal education coupled with the attainment of career, life planning and communication skills.

As such, the following objectives were established:

For the Employer:

1. Employer satisfaction with Alma's students' entry level skills will be higher than that for students from comparable institutions without a a Career Preparation Program.
2. Employer ratings of rapidity of learning new skills will be higher for Alma graduates than for students from institutions not having a Career Preparation Program.
3. Postgraduate career paths will be more directed for students who have explored a number of career choices prior to graduation and add stability to employers' programs.

In order to accomplish these goals, it was proposed that new programs and activities would be initiated, already successful programs adopted, and existing services strengthened.

The following existing services were to be strengthened:

Professional counseling
Placement
Testing services
Practicum program

Several services already in practice and effective at other schools were to be initiated and improved upon. These were:

Career planning workshops
A multi-media career information library
The use of video tape procedures to develop interview skills
Career days
Utilization of upperclass students as consultants
Development of a list of Alma College career resource people
Faculty visitation to work situations.

Alma's program was proposed to be unique, however, because it was to integrate the above services and programs into a complete four-year sequence and become interdependent with the total academic advising process.

The initial thrust of the program focused on these elements:

1. Developing student workshops to assist students explore careers and develop entry level skills.
2. Developing a multi-media Career Information Center that would serve as a resource for faculty and students.
3. Develop faculty awareness of career development theory and techniques, the importance of career planning to academic achievement, and the relationship of their discipline to the world of work opportunities.
4. Development of the practicum program and formal acceptance by the faculty of practicum procedures and credit.
5. Development of career days, career seminars, etc., where career professionals come to the campus to work with students and faculty.

OVERVIEW

During the past twenty months, programs designed to integrate the development of entry level skills with a liberal arts education, increase career awareness, improve career counseling, establish work-education linkages, and improve the placement of students have been systematically established. Current staff efforts are directed toward conducting the elements of the program while further evaluating and improving upon them.

At the writing of this report, it can be said that the following activities and programs have been installed or improved upon and contribute to the vitality of the campus:

1. Pre school advisors workshop format for faculty.
2. Pre school assessment program and supporting advising materials.
3. Career Consultant Network operational and being evaluated and refined.
4. Use of career resource persons in the classroom.

5. Use of sabbaticals and faculty travel funds to explore career opportunities for students.
6. Career exchange between students and professionals.
7. Practicum program.
8. Career Information Center
9. Placement program
10. Career Preparation workshops
11. Student travel to professional work sites and programs
12. Regular dissemination program.

Each one of these activities has contributed to the accomplishment of the goals and objectives for faculty and students to be met by the program. The next section of this report will review in detail the major activities of the program,

MAJOR ACTIVITIES

STUDENT WORKSHOPS

The first attempt to develop a series of workshops was conducted during the winter of 1976. In January, 1976, an offer went to all sophomore students to volunteer to become involved in an experimental career development program. An invitation with a brief description of the program was sent to all students. The invitation resulted in 54 volunteers.

During the following five months, workshop formats were developed and implemented with students. The expectation placed upon students was that all those students who volunteered for the program would follow the workshops sequentially and keep close contact with a specially trained faculty member (Career Preparation Coordinator) to evaluate the student's progress. The sequence of activities recommended was reported on page 109 of the first report of progress and appears here in Appendix A.

The summer period was a time of intense evaluation and planning. A research and liaison person was hired to begin formal evaluation procedures for the program. Questionnaires were designed to evaluate the pilot group's progress as well as that of the faculty. A control group, matched for ability and interests to the first pilot group, was defined and initial evaluation made to determine if differences can be found between participants and non-participants in the program on career planning variables. Both groups were followed through to graduation.

In the fall of 1976, 267 new students volunteered to participate in the program and in January 102 sophomores volunteered to participate as Pilot Group II. The actual attendance at the first workshop was 219 for the Class of 1976 and 83 for Pilot Group II.

Continued development and evaluation of the workshops occurred during the year, and with the start of the 1977 school year 220 more students volunteered to participate in the program. Two hundred and seven attended the first workshop. At this point, it was still expected that the students would proceed through the program according to their class in school as recommended in the schedule of activities.

It soon became evident, however, that students were ready for these workshops at different stages in their development and that the mandatory sequencing did not appear to meet student needs, and attrition from the workshops was noticeable. The staff then decided to continue to offer all the workshops each year but have them open to any student who felt the desire to participate at any time. Following are the descriptions of the workshops as they were offered to the Class of 1982 in the fall of 1978:

CAREER EXPLORATION WORKSHOP I

Prerequisites: None
Recommended for: All Students

This workshop will help students realize the importance of active self-determined career decision-making and recognize the blocks to such decision-making. Students will be able to analyze their experiences, skills, needs, interests, and values and learn to relate them in general terms to occupational choices. Participants will also begin to analyze occupations based upon skills, needs, values and interests.' Four two-hour sessions.

CAREER EXPLORATION WORKSHOP II (CEWII)

Prerequisites: Career Exploration Workshop I (CEWI)
Occupational Information Workshop (OIW)
Recommended for: Freshmen, currently enrolled and transfer students beyond the freshman year.

This workshop will assist students in clarifying values, balancing plans for work and study, assigning priorities to work satisfactions, reviewing career decisions, establishing career planning goals, and reviewing factors that affect their decisions, including male and female role stereotyping. Two two-hour sessions.

LETTER WRITING WORKSHOP

Prerequisite: Career Exploration Workshop II (CEWII)
Recommended for: Juniors and Seniors

Assisting students in obtaining additional information about chosen career fields and identifying potential placement opportunities are just two of the purposes of this workshop. Writing a general exploratory letter and knowing to whom to write are keys to effective efforts. This workshop will provide students with an opportunity to explore careers through a market survey of possible employers. They will select three occupational titles that appear to be desirable alternatives for them and initiate and evaluate a letter campaign to further explore those possibilities. Three two-hour sessions.

OCCUPATIONAL INFORMATION WORKSHOP

Prerequisites: None
Recommended for: All Students

This workshop is designed to help participants become familiar with the sources of general and specific occupational information necessary in arriving at occupational choices. The Occupational Outlook Handbook, Dictionary of Occupational Titles, College Placement Council Annual, annual reports of employers, federal materials, and the Michigan Occupational Information Systhem are utilized during the workshop. Two two-hour sessions.

COMMUNICATION SKILLS WORKSHOP II (CSWII)

Prerequisite: Communication Skills
Workshop I (CSWI)
Recommended for: Sophomores, Juniors
and Seniors

Communicating effectively in oral and written language is critical in all situations. It is particularly critical in obtaining initial employment or professional and graduate school admissions. Knowledge of one's area, leadership skills and effective communication are those characteristics associated with advancement and leadership in all fields. This workshop gives students an opportunity to evaluate their written communication in a topic of personal interest. It also gives students an opportunity to evaluate themselves in unplanned and planned oral presentations. Video tape procedures are used to help in this evaluation.

SENIOR SEQUENCE

Prerequisites: None (CPP Workshops
recommended)
Recommended for: All Seniors

This workshop is designed for the college senior. The student will receive practical help in palnning and preparing for graduation. Through lectures, individual and group exercises, the student will be helped to identify and clarify skills, learn to use job information, develop a resume and learn about letters of inquiry, credentials, and using the placement services. Interview techniques will be demonstrated and practiced, information on examinations discussed and the complexities of the senior year reviewed. Three days during preterm. A condensed program consisting of a weekend workshop will be offered during fall term.

COMMUNICATION SKILLS WORKSHOP I (CSWI)

Prerequisite: Occupational Information
Workshop (OIW)
Recommended for: Sophomores, Juniors
and Seniors

In preparation for employment and other interviews, this workshop is designed to demonstrate the critical factors in two way communication. Factors such as clarification, non verbal communication, feedback and listening will be discussed and practiced. The typical interview situation will be introduced and students will be provided opportunities to talk about themselves permitting them practice in relating skills to a job. Handling questions and taking initiative will also be practiced. In preparation for working in groups, group roles, communication and leadership styles are also examined and practiced. The skills learned in the workshop will be of benefit to students in class, residence halls, social and work groups, as well as prepare them for interviews. Two two-hour sessions.

INTERVIEW PRACTICE WORKSHOP

Prerequisite: Communication Skills I
Recommended for: Sophomores, Juniors
and Seniors

The typical interview situation will be described and reviewed. Keys to successful interviewing will be discussed and sample interview tapes will be viewed. Students will practice basic interview techniques using actual employer materials and information from their personal profiles. Video tape procedures will be used by students to improve their interview skills. Two two-hour sessions.

GRADUATE AND PROFESSIONAL SCHOOL PLANNING SESSION

Prerequisite: None
Recommended for: Juniors

Getting an early start on the application process may be critical in admissions to graduate and professional schools. Deadlines are important! Learning early about required tests will prevent panic later. In this workshop, important for juniors, students will be assisted in locating graduate and professional schools. They will learn about the nature of various tests and when to take them, determine how to locate information on various schools, and receive suggestions on how to get the process started. Financial aid opportunities will be discussed and brief practice sessions on various tests will be held. Two two-hour sessions.

PRACTICUM PLANNING WORKSHOP

Prerequisite: Occupational Information Workshop (OIW)
Recommended for: All Students

An off-campus learning experience (practicum) for credit is one way to develop work skills and apply the content and theory of your class work. All students are eligible for up to 8 hours of practicum credit. This workshop will help you learn how to plan a practicum. It will help you find potential practicum sites that are related to your interests and skills. Previous practicums will be discussed and information and procedures will be reviewed about how to arrange and register for an off-campus experience. One two-hour session.

The approach of allowing students to select any workshop at any time became known as the "smorgasbord" approach to selection of workshops. Students were permitted to sign up each term at registration for multiple sections of these workshops. Once students registered for the workshops they received a schedule and an individualized computer message two days before each workshop. A typical registration schedule is presented in Appendix B.

Students who entered in Fall 1978 (Class of '82) were presented with this option. In addition, this class did not have a mandatory orientation session to the Career Preparation Program as did the other two entering classes. This also was the first year in which specific faculty members were not assigned to students as their Career Preparation Coordinators. (As the reader will see in the next section, the transition was made in the fall of 1978 from designating special Career Preparation Coordinators to having all faculty members develop skills in career counseling.) The enrollment of the Class of 1982 in the program was 108.

Table I displays the participation of students in the various workshops by class. It also indicates the percentage of participation to those who at this time in the program could have participated. The reader should note the high percentage of participation in the freshman and senior years. The staff relates this directly to priority of felt needs within the students.

TABLE 1

Workshop Number	1	2	3	4	5	6	7	8	9
Participants	674	450	156	165	26	42	118	34	134
Percentage of those "able" to attend	56%	37%	13%	19%	5%	8%	14%	7%	86%

#1 - Career Exploration Workshop
#2 - Occupational Information Workshop
#3 - Communication Skills Workshop I
#4 - Career Decision-Making Workshop
#5 - Communication Skills Workshop II
#6 - Letter Writing Workshop
#7 - Practicum Planning Workshop
#8 - Graduate School Planning
#9 - Senior Sequence

Table 1. Student Workshop Participation without Regard to Year in School

Participants are number of students who attended the workshop. Percentage of those able to attend is the percentage of students who attended of those who could have thus far taken part in the workshop.

That competing needs may indeed affect participation in the workshops can be seen in Table 2.

TABLE 2

FALL TERM 1978 AND WINTER TERM 1979 PARTICIPATION IN THE CAREER PREPARATION PROGRAM

	Class of 1982		Class of 1981		Class of 1980		Class of 1979+	
	Signed up	Attended	Signed up	Attended	Signed up	Attended	Signed up	Attended
Fall Term								
CEW	64	42*	34	10	9	6	1	1
OIW	49	27	19	7	15	5	5	2
CSW	49	14	31	10	17	4	7	3
	162	83	84	27	41	15	13	6
Winter Term								
CEW II	13	4	13	3	4	1	6	0
CEW I	60	15	18	2	6	1	6	0
PRAC.PLAN.	11	5	41	16	30	9	7	2
LTR.WRIT.	6	2	13	10	24	3	12	2
CSW II	6	2	10	0	4	1	4	1
Total (2-79)	96	28	95	31	68	15	35	5
GRAND TOTAL (9-78/2-79)	258	111	179	58	109	30	48	11

*52 attended pre-term
+Senior Sequence-120+ signed up
but sessions limited to 83 total

TOTAL SIGNED UP = 594
TOTAL ATTENDING = 210

One of the greatest frustrations for the staff members has been that the competing needs of being a college student appear to reduce attendance at the workshops. Table 2 indicates that approximately 1/3 of those students desiring to participate, as evidenced by their registration, actually participated. This phenomenon is supported by other researchers who find that immediate needs have priority to long range planning for college students.

A summary report of student participation by class is presented in Appendix C. The reader will note that the actual participation in the workshop programs has indeed fallen below that which was projected at the start of the program.

A substantial number of students have participated in the first three workshops of the workshop program, and it appears that the senior sequence will continue to attract a large percentage of students.

Ratings of the benefit of the workshops to participants, by participants, have always been positive. It has also been determined that learning does occur from pre to post CEWI and OIW as measured by items designed to assess the objectives of these workshops. Evaluation of the objectives of other workshops such as the communication skills and senior sequence has also remained consistently high (4.0+ on a 5.0 scale). These findings will be further described in the evaluation section of this report.

As a review of the effect of student participation in the workshops was positive the format for offering the workshops to the class of 1983 was changed and presented to the faculty in April of 1979 for their review. Appendix D shows the development of the workshop program. For the fall of 1980 the workshops have been combined into modules that will have a duration of seven weeks. The modules appear in the class list although they are not for credit. Students will thus be able to register for a module and work it into their total class schedule, thereby perhaps being better able to plan for participation. Appendix E details the content of each of these new modules. Leaders guides and workshop materials are again being revised to accomodate changes in format. Appendix F indicates the format for the senior sequence.

An evaluation of student participation in the workshops also revealed that if faculty members are concerned about the career planning process of students and encourage student exploration, workshop participation increased. For that reason, at the same time that the new modules were reviewed with members of the faculty, the following suggestions were given to faculty as career planning activities that would indeed promote the career development of their students.

1. Be responsible for developing familiarity with and skill in use of our well developed career planning tools:
    - ACT
    - SAT
    - PASS
    - STRONG
    - PERSONAL PROFILE
    - ADVISING GUIDE
2. Become familiar with student workshop opportunities and refer students as it becomes apparent the student has difficulties in educational planning or needs skills assessment or development in one or more areas.
3. Utilize members of the Career Consultant Network for professional consultation, classroom activity, seminar, or as a person to whom students may be referred.
4. Assist students in defining practicums and independent studies that are related to current career alternatives.
5. Encourage students to utilize the Career Information Center and computerized guidance programs if they are having difficulties relating their studies to what they may later be doing (graduate study, professional school, job choice, etc.).
6. Assist students identify the self-management, content and transferable skills he/she can develop in courses taken.
7. Not write a recommendation unless a student presents a resume to use in writing the recommendation.

These suggestions will be reinforced through the content of future faculty workshops.

FACULTY PARTICIPATION

Forty-one faculty members continued as Career Preparation Coordinators in the fall of 1977. Each of the 207 new students was assigned to a faculty member who had received special workshop training to help students with career planning. The objective and content of these workshops have been described in previous reports.

In the Spring of 1977 active Career Preparation Coordinators suggested that the fall of 1978 would be the appropriate time to have all faculty members trained to effectively help students consider career planning issues and know how to utilize career planning materials. Thus the fall Career Preparation Coordinators workshop was designed so as to ease the transition from a special group only being concerned with career planning to having the entire faculty become involved in this process with students.

It was impossible to duplicate the experience of the Career Preparation Coordinator over the previous 2½ years, so it was necessary to develop a procedure whereby other faculty members could easily become familiar with the practices and the tools of the Career Preparation Program.

It was decided that the most effective way to make this transition was to:

1. Integrate career planning concepts and materials into the annual advising conference held at the start of each school year. Every year, at least one day is set aside for helping faculty improve their advising.
2. Materials should be developed that could be utilized in the regular advising session and could be coordinated with other career planning programs and resources.
3. Current Career Preparation Coordinators should be utilized as consultants for other faculty members.
4. All faculty members should have experience with the materials and resources of the program and be advised of the personal development opportunities for themselves through the program.

As such, a number of new materials were developed. An advisor's sourcebook was developed that can serve as a handbook for all faculty members as they work with their students.

A new tool called "The Advising Guide" was developed as a tool that can serve as a handbook for all faculty members to help a student explore educational and vocational choices and assist in identifying resources as needed. A copy of this guide is shown in Appendix G.

Another important tool, designed to demonstrate the integration of education and career planning while helping the student assess and develop skills was introduced as another device that would assist all faculty members in helping their student advisees consider effective career planning. The items and scoring procedures were developed by the Alma College staff. The device, which is a self-report tool, when scored, reports the student's assessment of skill in comparison to the average of the class self-report in eight skill areas. Included in the questionnaire also is a section of the Assessment of Career Decision-Making (ACDM)*. This device gives the students and advisor an indication of decision making style, stage of decision making, and, by inspecting the items, probable sources of difficulty. The questionnaire and example of a computer profile are presented in Appendix H. The tool is known on campus as the Planning Activities and Skills Survey (PASS). In addition to the profile which you can review in Appendix H, each student and faculty advisor gets a seven-page printout that deals with the possible problem areas by citing the response to various items of the questionnaire.

These new tools were viewed by the staff as a means whereby an emphasis upon career preparation in all student advising with all faculty members could be introduced.

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*The ACDM has been developed by Vincent A. Harran and has been used with his permission.

The fall 1978 CPC workshop was designed to introduce the current CPC's to these new materials, become familiar with using them, and then plan to help their faculty colleagues understand their applicability during the regularly scheduled faculty pre school conference.

A schedule of the Fall 1978 CPC Workshop is included in Appendix I. During the pre school conference, 2½ hours were devoted to activities which introduced all faculty members to the materials, tools and resources of the career preparation program. There is no guarantee that all faculty members are utilizing these materials or engaging their advisees in more considered educational/vocational planning. The transition from a select group to the total faculty has, however, been made, and the expectation set. Future pre school conferences must now focus on continuing to develop the faculty member's effectiveness in his/her broadened advising role. Plans call for the fall 1979 pre school conference to be held like a professional conference with a variety of skill building sessions to allow faculty members to select areas where they feel they need to develop additional skills.

The reader should also note that the fall conference had a variety of additional objectives, one of which was to develop contact between local professionals and the College faculty. Appendix J lists the functions of local participants who discussed with faculty members possible local opportunities for joint College area collaboration to the benefit of student, faculty, and the local area.

Appendix K is a brief exercise for faculty called "Let's Go Exploring." It was used in both the fall workshop and the pre school conference to give faculty members an opportunity for hands-on experience in the Career Information Center.

Appendix L is a copy of the workshop evaluation form which should aid the reader in assessing the range of activities of the fall workshop. The mean evaluation ranged from 3.0 for Item #10 to 4.9 for Item #5. Faculty members have become broadly aware of the tools, materials and resources available to them in helping their advisees plan their programs effectively. They have also broadly improved their awareness of applicability of their disciplines.

Additional Faculty Activities

During the twenty month period which this report covers, members improved their career awareness and career planning skills in a variety of additional activities. For example:

- Faculty members made 101 visits to professions in the field or to prospective practicum sites.

  Examples:

    President's Commission on Physical Fitness
    American Association of Health, Physical Education and Recreation
    American Association of Colleges for Teacher Education
    Arthur Anderson
    Quaker Oats
    City National Bank of Chicago
    Three private design and sculptor studios
    The National Trust for Historic Preservation
    Office of the Administrative Assistant to the Supreme Court
    Common Cause
    American Hospital Supply Co.
    Travenol Laboratories
    Abbot Laboratories
    U.S.D.A. Forest Service Products Laboratory
    G.D. Searles Company
    Xerox Corporation
    Department of Justice Occupational Fitness Program
    Long Wharf Theatre
    Midland Center for the Performing Arts
    Milwaukee Repertory Company
    Dow Chemical Company
    Lenawee County Historical Museum
    Ohio Historical Society
    Hitachi Magnetics
    Carling Brewery
    Dow Corning
    Fermi Laboratories
    Twin Rocker Paper Company
    Toledo Blade

Examples, continued

WRBJ Radio
Kenyon Eckhart Advertising
Rutherford B. Hager Library and Museum
Michigan Council on Crime and Delinquency
Corporation for Public Broadcasting
Detroit Bank and Trust
Ford World Headquarters
Center for Defense Information, Washington, D.C.
Ross Roy Advertising

Faculty members have benefitted greatly by these visits. In addition to developing professional contacts they have resulted in practicum placement, placement interviews, and on several occasions job offers to faculty members.

- Trips for students and faculty to visit professionals in areas related to their disciplines were arranged by Departments of Physics, Sociology, English, Speech, Physical Education, Business Administration, History, Political Science, Foreign Language, Biology, and Art.
- Ninety hours of workshops offered for which the majority of CPC's active in the fall of 1978 were in attendance.
- Four faculty members have used all or part of their sabbaticals visiting work environments. One faculty member in the Department of English worked an entire term in a major advertising agency.
- Thirty-seven consultants have been invited to the campus by faculty members for faculty consultation and classroom presentation or special programs for students.

A key factor in the development of students is the assistance that faculty members can be. Aiding students with their career plans and helping them see the relationship of their educational programs to work opportunities is important assistance. As placement into work or graduate school becomes more difficult in the years ahead, the importance of having the College's faculty and students respected by prospective employers and professional schools cannot be underestimated. To such an end, fostering working relationships between faculty members and other professionals is critical and has contributed significantly to the career awareness of students and faculty.

PRACTICUM PROGRAM

The practicum program continues to be strengthened both in the number of students that take a practicum each year and in the quality of the practicums. The benefit of the practicum was well documented in the previous progress report. During the past twenty months, faculty members adjusted to the formal procedure which they adopted and the program is functioning smoothly.

A faculty practicum handbook has been developed and distributed to each faculty member. In addition, a practicum catalog has been published which describes type of practicums, location of recent practicums, suggested area of practicums by Department of Labor Job Cluster, and a listing of annual established practicum opportunities.

At this point faculty members from all departments with the exception of the Philosophy department have sponsored a practicum for a student. Table 3 is a summary of the development of the practicum program since the initiation of the formal practicum program.

TABLE 3

SUMMARY OF PRACTICUM GROWTH

Year	Number Outside Michigan	Percent Within 30 miles	Total Number	No. of Faculty Sponsors	No. of Departments Involved
1975	2	70	36	14	10
1976	2	59	56	17	11
1977	5	52	63	29	16
1978	4	28	60	21	13
1979	9	47	75	33	17

The following are examples of recent practicums:

- Bronson Clinical Investigation Unit, Bronson Hospital, Kalamazoo
- Engineering and Research, Ford Motor Company, Dearborn, Michigan
- WZZM-TV, Grand Rapids, Michigan
- Reed Park Nature Center, North Star, Michigan
- Musee Marmottan, Paris, France - Museum Internship
- Legislative Internship, Common Cause, Washington, D.C.
- Theatrical Administration and Public Relations, Civic Players, Kalamazoo, Michigan
- International Business Operations, Ford Motor Company, Cologne, West Germany

Direct supervision by someone other than a faculty member is functioning well. The practicum has assisted many students and is becoming popular with pre-professional students as well as they see it as additional assistance in obtaining admission to professional schools. A large number of students have received employment as a direct result of their practicums.

In addition to the above observations, a summary of the outcomes of the practicum program as they relate to the objectives of the program can be found in Appendix M.

The following are comments from three faculty members regarding their own and their students' involvement in practicum activities:

> In my working with students regarding career possibilities, I have on several occasions referred to the contacts which I made in Grand Rapids, especially in the insurance field and social work. Having talked with the personnel in those places and knowing about the kinds of positions and their attitudes regarding liberal arts students, it is possible for me to present alternatives to students in a more meaningful way.

> Cheryl with BBDO, advertising agency in Detroit...she was directly involved with producing auto ads and the Art Director furnished her (and me) a twenty-seven point evaluation of her work skills, rated 0-100%, which has been a useful tool, useful feedback to her. For example, he ranked her at 100% under "Understanding of design problem," 70% under "Presentation craftmanship," 70% under "Work habits," and 100% under "Overall effort." Following her practicum with BBDO, Cheryl on her own set up another practicum, for no credit, with Monthly Detroit, a new slick serving the Detroit area, where she is currently listed on the masthead as "Editorial Intern."
>
> During the past twelve months I conferred with staff members at the Burton Historical Collections in Detroit, the Grand Rapids Public Museum, the Rutherford B. Hayes Library and Museum (Fremont, Ohio), the Monroe County Historical Museum, and the Lenawee County Historical Museum. While the work at the Burton Historical Collections would require more library science and archival training than Alma College students have, I found that all of the museum staff persons contacted were most eager to have practicum students come to assist with special exhibits, prepare shows, or work as museum and/or tour guides. The contact with the Grand Rapids Public Museum, made in June, 1977, resulted in a practicum assignment for a history major in the Alma College class of 1979.

A review of the formative outcomes will indicate that there is an increase in faculty initiative and less of a reliance upon the Center staff to develop programs. The elimination of the Career Convention and substituting departmental or divisional sponsored events is an example of this shift of responsibility. This is a desired outcome of the program emphasis.

USE OF CAREER CONSULTANTS

Career Conventions As was indicated in the previous report, a great deal of staff time is involved in arranging career conventions and the outcome did not seem to warrant large efforts. Thus smaller seminar programs have been promoted in which faculty members take most of the initiative in arranging the programs. The advantage of this approach is that there is greater faculty ownership for the programs, which in turn does increase student interest. Seminars during this reporting period were held in Pre med/Biology, Public Service, Social Service, and Law. Approximately 160 students participated in these seminars. The faculty members from these departments who attended numbered 12. Faculty members have begun to take individual initiative to invite consultants to the department or their classrooms as they see the need. This approach is to be encouraged. The career convention approach does not appear to be an appropriate format. Future efforts will be directed toward increasing the seminar and individual consultant approach.

Alumni of the Month As with the Career Conventions, staff organization and initiation in arranging for an alumni to return each month had both positive and negative outcomes. On the positive side it allowed staff to insure diversity and a broad range of career areas. On the negative side, it became obvious that unless there was direct ownership for the arrangements and direct felt benefit, there were few feelings of obligation to come to the sessions. As with the Career Convention, it became obvious that making resources available to faculty members and assisting them with arrangements when they defined the need and interest was more effective and has had a greater impact on faculty and students. In such an approach the role of the Center staff is to raise ideas and suggestions of consultants, topics, etc.

A tool that is extremely helpful to both staff and faculty is the Career Consultant Network. At the present time, there are 350 alumni, parents and friends of the College who have volunteered to be of help to faculty and students in a variety of ways. See Appendix N for a sample of the preference sheet sent to persons who expressed an interest in being helpful to the College. At the writing of this report, this information is being computerized and faculty and students will be able to interact with and use the computer file by accessing the information from eight possible dimensions (job cluster of employer, major, geographical area, DOT number, type of service, etc.).

During the Fall of 1978, another program was developed as an alternative to the large Career Convention. The Career Exchange program is an activity where during Parents' Day and Homecoming, parents and alumni who volunteer to meet with college students are matched with a student who is interested in their field of work. Students and parents or alumni are contacted prior to the special campus day and their meeting on campus is facilitated by a group of upperclass students who have been identified as Career Aides. Approximately one hour is designated for these meetings, but they often carry on throughout the day and often follow-up occurs later. Approximately 38 students have participated in the Career Exchange program thus far and this program will be stressed in the future.

Career Information Center

As evidenced by the number of student visits to the Career Information Center (5,208), this facility has taken on important dimension in meeting the goals of career awareness and information for the program. Over 1,200 contacts were made with prospective employers to obtain information. A full-time person who serves as the Placement Assistant is available to help students. In addition, two student assistants are hired to keep materials updated.

Also, in the fall of 1978, a group of twenty upperclass students were trained as Career Aides. In addition to helping with the career exchanges as indicated above, they also volunteer to staff the Career Information Center on evenings and weekends. Video-taped interviews of consultants to campus have increased, as have the number of employers represented in the collection of printed materials. A list of the type of materials found in the Career Information Center has been included in previous reports.

Two significant additions to the Career Information Center have been made since the last report. The first is the System of Interactive Guidance and Information (SIGI). An initial goal of the program was to develop a multi-media career information center. Through the program's development it became clear that there is a great diversity in the way students approach career exploration. For some students group work is best, for others individual counseling, while for others it is private exploration. The SIGI system has offered another mode for students to engage in career exploration. All faculty members have been introduced to the SIGI system and the system has been used and explored in a computer programming class of 40 students as an example of what can be done. The side benefit, of course, was that each of these students engaged in their own career exploration. At the writing of this report, 64 students have logged in and used the SIGI system.

The other addition to the Career Information Center has been the computerized MOIS (Michigan Occupational Information System). This system has been integrated into the Occupational Information Workshop and has been relied upon as a main source of retrieving occupational information for our faculty and students. In addition, through working with local high school principals and the county CETA organization, computer terminals have been placed in eight area high schools. Eighty-six area high school counselors, CETA personnel, and student operators have been trained in the use of the MOIS system at Alma College. This training effort was coordinated with the staff of the Occupational Information Services of the State Department of Education. Thus, the Career Information Center does not only serve Alma College students, but area high school students as well.

EVALUATION

OVERVIEW

Every element of the program for faculty and students is designed to meet the objectives as described in this report. Appendix M gives the reader a summary of those activities that have been evaluated as indicators of achievement of a large number of the objectives. The workshop content for faculty and students was especially designed to supply participants with the skills and information necessary to enable them to successfully achieve the program objectives.

Several issues have arisen in attempts to evaluate the overall impact of the program beyond recording descriptive behavior as has been done in Appendix M and in the body of this report. Of particular note is that it has been difficult to locate any standardized measure of career development which would be appropriate to evaluation of the Career Preparation Program. Most instruments available are designated for secondary school use. Crites' Career Maturity Inventory appeared to be an adequate measure, but a trial with several members of the pilot group of students demonstrated that Alma College students could be expected to score high enough in the pre-test so that the tool could not be used as a post-test measure. One research measure, the Assessment of Career Decision Making (Harren, 1976) was obtained and administered to members of the Pilot Group I, their controls, and the class of 1980, who participated in the Career Preparation Program, as well as 30 randomly selected students from that class, who were non-participants. The tool appeared to be able to distinguish level of decision making and it was also administered to members of the classes of 1981 and 1982 during Orientation. In addition to the Assessment of Career Decision Making, the staff of the program developed a Career Planning Skills Inventory (CPSI) to establish baseline data and evaluate the effect of the various workshops. The CPSI incorporated the

Career Market Awareness Test items and the Effective Communication Skills Inventory items, which have been identified as separate tools in Appendix O, which is the description of the overall evaluation plan. A copy of the CPSI can be found in Appendix P. Note that the first item is number 81. This is because the CPSI was part of a larger battery of items administered to all new students.

Another difficulty in evaluation arose because the activities of the Career Preparation Program are voluntary, very diversified, and open to all students in a small academic community. In addition, since the forced sequence has been dropped as a technique, a student may elect to participate in any combination of the ten different workshops offered in the Career Preparation Program. It is then difficult to define a treatment and a non-treatment group. The group of students which best approximate a treatment and a non-treatment group are the original Pilot I students and their controls. For these groups, descriptive statistics will be used. For the other students who participated in the workshop programs over a wide range of number of sessions, the treatment is continuous rather than dichotomous. In the case of the class of 1980, 1981, and 1982, regression analyses were used to determine whether career preparation program participation has a relationship to outcome variables of the program. The regression analysis required sophisticated record keeping and thus a computer file is maintained on each entering class of students, and entered therein is the amount of workshop participation for each student by hour of participation. Regression analysis was chosen because of the continuous nature of the treatment and because 1) it allows a degree of implementation to be considered in the analysis, 2) it allows the consideration of a wide variety of factors, and 3) it produces an indication of the size of the relationship between factors.

WORKSHOPS

Many of the objectives of this program were to be accomplished during the workshop activities of the program, and the workshop evaluations are presented first. As mentioned in this report, the workshops have always received high ratings by the participants.

Since the beginning of the Career Preparation Program, more than 656 students from the classes of 1978 through 1982 have attended at least a portion of the first Career Exploration Workshop (CEWI). This workshop is intended to help the participant achieve student objectives 1, 2, 3, and 6. Participants have always given CEWI high ratings as can be seen by the means reported in Table 4.

TABLE 4

CEWI Evaluations
Over Years

Class	1978	1979	1980	1981	1982
# Completing Evaluation	55	91	209	132	51
Overall Mean Ratings of Workshop Activities	3.87	3.92	3.41	2.67	3.11
# of Activities		16	15	21	22
Scale =	1=no worth 5=excellent	1="no good" 5=excellent	1="no good" 5=excellent	1=no help 4=a lot of help	1=no help 4=a lot of help
Overall Mean Rating of Goal Achievement	-	-	-	3.46	3.01
Scale =				1=not achieved 5=completely achieved	1=not achieved 5=completely achieved

Other activities employed to help students meet these objectives are: interpretation of the SCII advising by a Career Preparation Coordinator, use of SIGI, and interpretation of the BIAS (reported in the first report). Although students generally feel that CEWI and other CPP activities have helped them become more aware of their abilities, interests, etc., these feelings may represent a positive evaluation of the staff or of the experience as much as an actual achievement of the objective. Therefore, other measures have been used in an attempt to determine more objectively the degree to which this objective has been reached.

A local instrument, the Career Planning Skills Inventory (CPSI) [see Appendix P] was developed in the summer of 1977, and administered along with the Decision Making Style and Occupational sections of the Assessment of Career Decision Making (ACDM) to the class of 1981 during the orientation session. For a description of the use of the ACDM see Appendix Q. (The tool may be acquired from the author.)

To assess the effectiveness of the Career Exploration Workshop (CEWI), 13 items were selected from the CPSI because of their apparent relevance to the content of CEWI. This 13-item test was then administered to participants after the last session of CEWI. Similarly, a test of 12 different items (Career Market Awareness Test-CMAT) was administered after the Occupational Information Workshops (OIW). A comparison test of the mean differences scores for CEWI and OIW participants (pre-post) appears in Table 5. The items for these two scales can be found in Appendix R.

TABLE 5

Pre and Post Workshop Measures
of Student Knowledge of Career Awareness and Information

		Pre		Post		$\bar{x}$ Difference			
Test	n	$\bar{x}$	s.d.	$\bar{x}$	s.d.	pre-post	s.d.	t value	
CEWI Post Test	131	5.08	1.95	7.42	2.15	-2.34	2.20	-12.17	**
OIW Post Test	82	4.05	1.51	4.86	1.32	-.81	1.75	-4.16	**

** significant at the a=.01 level.

Although the results in Table 5 indicate that those who participated improved their scores, there are unfortunately no post scores for students who did not participate in the workshops. Administration of the post tests to non-participants had been planned, but a convenient means of administering the tests could not be found and there is no non-treatment group. The mean scores of non-participants on the pre-tests are known, however, and these are presented in Table 6. It is interesting to note that on both sub-tests the participants score higher than non-participants suggesting that perhaps a minimum understanding of the career planning process is required before the importance of a program such as the CPP can be appreciated.

TABLE 6

Pre-Scores for Participants and Non-CPP Participants
on Measure of Career Awareness and Career Information

Test	Non-Participants (n=128)		Participants (n=202)	
	$\bar{x}$	s.d.	$\bar{x}$	s.d.
CEWI (pre)	4.91	2.06	5.16	1.87
DIW (post)	3.90	1.44	4.00	1.40

Subsequent to these uses of the CPSI, however, a portion of it was used to evaluate the progress of the Pilot group from the class of 1978. In this case, it was administered to both participants and non-participants at the end of their senior year. The results suggest that most of the items were not measuring learning associated with the CPP. Looking at the results in Table 7, it becomes apparent that there is no positive relationship between amount of participants in the CPP and likelihood of answering these items correctly. In fact, the controls do a better job on the whole than the Pilots. Since the members of the Pilot group, especially the "persistent" ones who had been in at least three workshops, were well known to the members of the staff who had a strong sense that they had improved their understanding of themselves and of the career planning process, the CPSI results in Table 7 are counter-intuitive at the very least. After a close examination of the items and their content, the staff decided to discontinue the use of the CPSI as an evaluation instrument. One possible explanation of these results may be found in the design of the test items. The items were designed so as to measure a "general understanding" of the career planning process rather than the particular vocabulary, techniques, or ideas presented in the CPP. Thus, a hypothetical, mature, career planner unacquainted with the CPP would be expected to get a high score. However, it also became apparent that a good test taker, a person knowledgeable in the language and logic of the general culture, can get a high score on the CPSI without necessarily being a mature career planner. Thus, students who were good test takers appeared to score well as long as the material was unfamiliar. Past acquaintance with the material tended to lower scores. Thus, the students in the class of 1981 who took the post test immediately after having been exposed to the workshops improved their scores significantly, while the Pilots in the Class of 1978 for whom it had been two years since the pertinent workshops, scored lower than their controls. In other words, in taking the CPSI, the Pilots may have been relying on hazy memories while the controls were relying on their (considerable) test taking abilities.

TABLE /

Percentage of Persons Choosing Correct Answer on CPSI
by CPP Participation Group Prior to Graduation

Item	All Pilots n=37	Pilots Taking at Least Three Workshops n=22	Pilots Taking Less Than Three Workshops n=15	Controls in Sequence n=9	Non-Participating Controls n=27	All Controls
1	54	68*	33	56	37	42
2	68	64	75	78	86*	84
3	19	18	20*	-	15	11
4	54	55	53	56	79*	73
5	84	82	87*	67	57	59
6	38	32	47	78*	32	43
7	47	52	40	56	57*	57
8	46	36	60	78*	50	57
9	70	73	67	89*	75	76

*Indicates the group with the highest percentage for that item.

There is some further evidence that career awareness objectives were achieved for the Pilot groups from the class of 1978. On a questionnaire administered to Pilots and controls a month before graduation, both groups were asked to list their values, interests, skills, and weaknesses. Table 8 gives the mean number of each listed by both groups (counting all "reasonable" statements).

TABLE 8

Mean Number of Characteristics Listed by Different Groupings of Pilots and Controls from the Class of 1978

Characteristics	All Pilots n=38	Pilots in Three or More Workshops n=22	Pilots in Less Than Three Workshops n=16	Controls in Senior Sequence n=9	Controls not in Any CPP n=26	All Controls n=35
Values	3.0	3.0	3.0	2.89	2.81	2.83
Interests	3.34	3.27	3.44	3.0	3.08	3.06
Self-Management Skills	2.29	2.32	2.25	2.56	1.69	1.91
Transferable Skills	1.92	1.91	1.94	2.56	1.15	1.51
Work Content Skills	1.47	1.55	1.38	2.0	1.31	1.49
Weaknesses	1.76	1.85	1.63	1.22	1.50	1.43

There is additional evidence that the workshop activities do meet the objectives of the program and encourage the development of students' career planning skills. The Occupational Information Workshop (OIW) has received positive evaluation from three classes. Table 9 is a summary of the evaluation completed by 98 students who participated in the OIW workshop from the classes of 1981 and 1982. Four different workshop leaders ran these programs.

TABLE 9

STUDENT EVALUATION OF ACHIEVEMENT OF WORKSHOP OBJECTIVES USING A RATING SCALE FROM 1-4

Objectives	Rating Classes '81,'82 n = 98
To know types of information necessary in arriving at occupational choices	2.98
To know the sources of general information	3.22
To know the sources of employers	2.57
To know the concept of worker trait groups	2.47
To know the occupational clusters in which one is interested	2.95
To be able to use DOT and other sources of general information	3.24
To be able to use the MOIS Interactive Job Information Service	2.40
To be able to define several possible employers that one would consider	2.71
To be able to list alternatives to one's first occupational choice	2.89
To use the Career Information Center beyond the workshop	3.09
To complete at least three Career Exploration guides	2.33
To define preferred work settings for oneself	2.84
Overall Rating	2.81

Participants' ratings of the Occupational Information Workshop are moderately high overall, $\bar{X} = 2.81$ on a scale where 4 is the highest rating and means "The objective was accomplished at a very satisfactory level."

The two objectives which received the highest achievement ratings, 3.22 and 3.24 respectively, were:

- to know the sources of general information
- to be able to use the DOT and other sources of general information.

The objective which received the lowest achievement rating, 2.33, was:

- to complete at least three Career Exploration guides.

The consideration of those objectives with the highest and lowest ratings may suggest that students may be having difficulty relating the information received and which they see as helpful to obtaining information independently about their career interests.

The Communication Skills Workshops has during this period as in the period of the last report been positively evaluated by the workshop participants. While the workshop outcomes and activities are rated quite high by the participants, the number of students participating in the program has been disappointing. Table 10 presents the ratings of 32 students of the activities and outcomes of the Communications Skills I Workshop.

Note that the students consistently rated activities and objectives quite high with the exception of the non-verbal cue guessing exercise and the restatement role playing. These exercises will be reviewed and improvements considered.

To evaluate the possible combination of several workshops into one module, a special seminar for new students was offered during the 10-day pre term for the entering students in the fall of 1978. Students met daily for two to three hour blocks of time and the lecturettes and exercises of the CEWI, OIW, and CEWII workshops were utilized. Table 11 reports the ratings of 26 students of the accomplishment of workshop objectives.

TABLE 10

RATINGS OF ACTIVITIES AND OUTCOMES OF THE COMMUNICATION SKILLS WORKSHOP I BY WORKSHOP PARTICIPANTS

Activities and Objectives	Rating*	Rating Scale
Demonstrate value of two-way communication	4.563	5 - 1
Introduce model of two-way communication	4.258	5 - 1
Explain non-verbal aspect of communication	4.097	5 - 1
Explain value of giving and receiving feedback	4.419	5 - 1
Self introduction	2.750	4 - 1
Blocks exercise	3.375	4 - 1
Restatement and clarifying question role play	3.094	4 - 1
Practice interview	3.303	4 - 1
Non-verbal card guessing	2.935	4 - 1
Personal profile non-verbal feedback	2.864	3 - 1
Video tape of interviews	3.824	4 - 1
Demonstrate functions of different roles in groups	4.545	5 - 1
Explain model of leadership styles	4.094	5 - 1
Provide feedback to you about your behavior in a group	4.323	5 - 1
"Pick a Color" group exercise	3.485	4 - 1
Survival Test group exercise	3.735	4 - 1
Observation of Survival test exercise	3.348	4 - 1
Video tape of Survival test exercise	3.559	4 - 1
Introduce typical interview situations (questions, format)	4.121	5 - 1
Provide practice in talking about yourself	3.906	5 - 1
Provide practice in relating your skills to a job	3.531	5 - 1
Introduce idea of taking initiative in an interview	4.375	5 - 1
Provide practice in restating and asking clarifying questions	3.906	5 - 1
Restatement and clarifying question role-play	[illegible].939	4 - 1
Video tape of sample interviews	[illegible].545	4 - 1
Personal profile non-verbal feedback interview	2.905	4 - 1
Non-verbal card guessing	2.774	4 - 1
Practice interview	3.094	4 - 1

*See Appendix S for rating system explanation.

TABLE 11

THE RATINGS OF 25 STUDENTS OF THE ACHIEVEMENT OF THE OBJECTIVES OF A COMBINED WORKSHOP PROGRAM

Objective	Rating*
1. Realize the importance of active, self-determined career decision-making	4.88
2. Recognize the various blocks to active involvement in career decision-making	4.84
3. Know several theoretical explanations of the stages and styles of decision-making and be able to categorize your own decisions according to these theories	5.12
4. Be able to analyze experiences, your own and others, for the skills, needs, interests and values shown	4.6
5. Be able to describe your skills, needs, interests and values in general terms related to occupational choices	5.2
6. Become introduced to the process of analyzing an occupation for the skills, needs, values and interests it involves	5.08
7. Determine five trial occupations you wish to investigate further	4.76
8. Know the types of information necessary in arriving at occupational choices	4.88
9. Know the sources of general information	5.20
10. Know the sources of employers	4.84
11. Know the concept of worker trait groups	4.80
12. Know the occupational clusters in which one is interested	4.92
13. Be able to use the Dictionary of Occupational Titles and other sources of general information	4.87
14. Be able to use the MOIS Interactive Job Information Service	5.64
15. Be able to define several possible employers that one would consider	4.20
16. Be able to list alternatives to one's first occupational choice	5.00
17. Plan to use the Career Information Center beyond the workshop	5.58
18. Complete at least three Career Exploration Guides	4.16
19. Define preferred work settings for oneself	4.72
20. Learn the influences that act upon your decisions	5.20
21. Learn the basic steps of decision making	5.04
22. Consider the conept of life style as it affects planning	4.72
23. Recognize the effects of sex role stereotyping in choice of career and solving life problems	4.36
24. State personal characteristics you desire in an occupation	5.16
25. Evaluate and rank possible occupations	5.0
26. Identify the steps of effective goal setting	5.04
27. Specify general career planning goals that you need to achieve	4.96
28. Were goals for the workshop met?	5.05

*Rating of 1 = not at all
2 = some
3 = less than I heard
4 = about what I expected
5 = more than expected
6 = particularly helpful

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Note that the lowest ratings occur for objectives #15 and #18, those objectives which require student activity for their accomplishment. As is the case with the OIW, methods must be found that result in greater student interest to take initiative in obtaining occupational information.

Student reaction to this combined format was also received through unsolicited comments on the evaluation form. Some of those comments were:

- Should be required for entering freshmen at Alma College. It really set my goals and needs in vision where I can now deal with them
- I'm very pleased with my decision to take this workshop. It was extremely helpful. Students who wish to truly get a lot out of the workshop must apply themselves--help themselves.
- Develop personal job choices in depth a bit more--I found this to be most helpful.
- It has broadened my awareness of other careers even though I have one specific career in mind. I now feel more compelled to achieve my career, now that I know I could fit in other career areas. Thank you.
- I felt this workshop was particularly helpful to me. I would advise (and have!) anyone to be involved in the workshop and the Career Preparation Program.

PLACEMENT READINESS OUTCOME

A key to evaluating the worth of funds and personal time applied to career development efforts is the difference that it makes in the persons who graduate from Alma. In order to begin to assess the effectiveness of Career Preparation Program activities, the Senior Placement Readiness Survey (SPRS) was developed. See Appendix T for a copy of the questionnaire.

The SPRS was developed as an evaluating instrument to meet several needs: 1) to serve as a self assessment device for students beginning their senior year so that they could take stock of their skills with a view toward encouraging to identify strengths during their placement search; 2) to be used for an evaluation of the CPP; and 3) to encourage the faculty to consider which skills seniors indicate as strengths or weaknesses as they develop curricula.

A regression analysis was performed to determine the nature of the relationship, if any, between the CPP and scores on the SPRS. Those sections of the SPRS which relate to the general academic program and only indirectly to the CPP were excluded from the analysis. Four scores were used as dependant variables: 1) a skills total made up of the students' self-ratings of skill in expressional fluency, developing occupational alternatives, assessing skills, interviewing, adapting, decision-making, assertive self-expression, and maintaining self-confidence; 2) an Activities Total based on the student's self-reported actions in writing resumes, interviewing, gathering occupational information, and identifying appropriate jobs; 3) the students' rating of certainty of occupational choice on a nine-point scale; and 4) the students' satisfaction with the occupation chosen as shown on a nine-point scale. The correlation of number of hours of participation in CPP workshops (CPP) and of taking a practicum (PRACTICUM) with these four dependent variables is shown in Table 12 along with the unique contribution that CPP and PRACTICUM make to the variance accounted for in each dependent variable. This unique contribution is shown by the semi-partial correlation squared (SPR^2) and its significance level can be ascertained from the F value accompanying it. In the regression analysis CPP was entered first in recognition of its likely chronological precedence.

TABLE 12

CORRELATIONS OF, AND AMOUNT OF VARIANCE EXPLAINED BY CPP AND PRACTICUM FOR DEPENDENT VARIABLES FROM THE SPRS FOR ALL SENIORS (n=158) COMPLETING THE SURVEY IN THE FALL OF 1979

CPP with:	r	spr^2	F value
Skills Total	-.025	.000	.098
Activities	.22	.048	7.89
Certainty of Occupational Choice	-.13	.017	2.71
Satisfaction with Occupational Choice	-.12	.015	2.35
PRACTICUM with"			
Skills Total	.21	.043	6.92
Activities Total	.38	.149	28.83
Certainty of Occupational Choice	.00	.000	.006
Satisfaction with Occupational Choice	.09	.007	1.07

$F(1,156)_{.05} = 3.84$ $F(1,156)_{.01} = 6.63$ $F(2,155)_{.05} = 3.00$ $_{.01} = 4.61$

From the results reported in the table above it appears that CPP participation has a negative effect on the certainty and satisfaction with which students are making occupational choices in their senior year. That is, although CPP accounts for a portion of the variance in both of these dependent variables, it is a negative zero order correlation. Since this result runs counter to the staff's experience with these students, a check was made for an interaction effect. For the 67 students who had taken the ACDM before entering the CPP and had completed the SPRS, a significant interaction was found between original occupational choice satisfaction score and CPP in explaining the SPRS Certainty of Occupational Choice and Satisfaction with Occupational Choice scores. The sample of 67 with complete data was divided into those who had indicated a satisfactory occupational choice on the first ACDM and those who did not have an occupational choice or were not satisfied with their choice (see Table 13). Although this subdivision decreases the size of the not satisfied group at least to the point where the regression analysis results can only suggest exploratory hypotheses the smaller samples do seem to show a conditional relationship. That is, there is a positive relationship between "impact" measures and CPP participation for those who begin the program without a satisfactory occupational choice. For example, while CPP has a low negative correlation (r-.05) with "certainty" for the Satisfieds, there is a positive correlation between these variables (r .35) for the Not Satisfieds and CPP explains a substantial 14% of the variance in "certainty." Although CPP doesn't explain as much of "Satisfaction" or the Skills Total, it does maintain a positive correlation with these for the Not Satisfieds compared to the negative correlations these variables have with CPP among the Satisfieds.

It appears that participation in the CPP has a positive effect on "certainty" and "satisfaction" for those who begin without a satisfactory occupational choice (see Table 13). The effect of CPP on the Skills and Activities Totals tends to be positive for the Not Satisfieds although CPP did not explain a significant amount of variance in these dependent variables. Activities Total seems to be the only variable which does not have a conditional relationship with CPP participation. The correlation is positive for the entire sample of 158 (r = .22) and, in fact, CPP explains a significant amount (5%) of variance in the Activities Total in this "combined" sample (F = 7.89). When the sample is divided into Satisfieds and Not Satisfieds and those who didn't take the ACDM pre-test are removed, the correlations still remain positive between CPP and the Activities Total. This same interaction effect was found with post ACDM DMT-O scores and will be described later in this report.

TABLE 13

CORRELATIONS OF AND AMOUNT OF VARIANCE EXPLAINED BY (spr^2) HOURS OF PARTICIPATION IN CPP WORKSHOPS AND PARTICIPATION IN A PRACTICUM WITH DEPENDENT VARIABLES FROM THE SENIOR PLACEMENT READINESS SURVEY (SPRS) FOR STUDENTS WHOSE ACDM PRE-TEST INDICATED A SATISFACTORY OCCUPATIONAL CHOICE (SATISFIEDS) AND THOSE WITHOUT SUCH A CHOICE (NOT SATISFIEDS) AT THE PRE-TEST.

Variables	Group					
	Satisfieds n = 44			Not Satisfieds n = 23		
	r	spr^2	F	r	spr^2	F
CPP with:						
Skills Total	-.09	.01	.33	.12	.02	.39
Activities Total	.17	.03	1.15	.11	.02	.38
Certainty of Occupational Choice	-.05	.00	.10	.35	.14	3.41
Satisfaction with Occupational Choice	-.15	.02	1.08	.21	.05	1.35
Practicum with:						
Skills Total	.27	.065	2.85	-.20*	.04	.92
Activities Total	.43	.22	12.30	.02*	.00	.03
Certainty of Occupational Choice	-.14	.02	.88	-.16*	.05	1.26
Satisfaction with Occupational Choice	.22	.03	1.28	-.24*	.07	1.67

*There are only three practicums in this group compared to 11 or 25% in the satisfied group. These results are therefore questionable even for exploratory purposes.

$F(1,21)_{.05} = 4.32$ $\quad$ $F(1,21)_{.01} = 8.02$

$F(1,42)_{.05} = 4.08$ $\quad$ $F(1,42)_{.01} = 7.31$

Unfortunately the sample of Not Satisfieds is very small and there are only three students in this group who took a practicum. Thus we really have no reliable information about the relationship between PRACTICUM and the dependent measures for the Not Satisfied group.

Since 25% of the Satisfieds took a practicum it seems appropriate to examine the results for this group for trends. The one significant result in Table 13 is the amount of variance in Activities Total (22%) explained by Practicum

F (2,42) = 12.30, p <.01. It appears that there is a positive relationship between participation in a practicum and the number of career related activities in which students engage. There is also a suggestion that PRACTICUM accounts for a substantial amount of variance in the Skills Total (6.5%) although this result is not significant.

Table 14 indicates that there is little difference between participants and non-participants in the extent to which they judge themselves ready for placement. It is evident, however, that participation in the CPP program did lead to greater participation in career planning activities, a program expectation.

TABLE 14

MEAN SELF-RATINGS OF PARTICIPANTS AND NON-PARTICIPANTS IN THE CPP FOR THE CATEGORIES OF THE SPRS

		Self-Ratings	
Activites and Skills		Non-Participants (n=69)	Participants (n=89)
Resume	Summed for Total Activities	1.59	2.05
Interviews		1.48	1.39
Occup. Information		1.30	3.12
Job Identification		2.52	2.57
Skills Assessment	Summed for Total Skills	6.65	6.30
Adaptiveness		6.91	6.93
Occup. Alternatives		5.12	5.45
Decision Making		6.58	6.79
Expression Fluency		6.41	6.28
Interview Commun.		5.71	6.16
Self Confidence		7.03	6.82
Mean Total Activities		6.90	9.14
Mean Total Skills		44.41	44.74

*See Appendix T for rating system

PILOT GROUP SUMMARY DATA

Throughout the program, the Pilot Group I has served as a bench mark study group. This group was small in number, easy to contact, and thus their treatment was probably most similar within the group. As the staff of the program are also familiar with the Control Group members and had enlisted their support from the beginning, it was also possible to obtain their cooperation in follow-up studies.

In January 1976, 59 sophomores in the class of 1978 signed up for the CPP in response to an invitation sent to all sophomores announcing the opportunity to be a part of Pilot Group I. Fifty-five of these Pilots were matched on ACT, career aspirations and sex with other sophomores who thus became a control group. As much as possible, records have been maintained on the original members of the Pilot group so that their progress might be charted and compared with that of their matched controls.

Pilot I

Of the 59, 27 (45%) were male, 32 (55%) female. For the 55 for whom ACT composite standard (or SAT equivalent) scores are available, the mean is 23.2. The overall grade point average for the group in the term before they entered the CPP was 2.96. After that, the group's mean was as shown below:

Controls

For the 54 controls for whom ACT data is available, the mean composite score is 23.2. The overall GPA for the group in the term before the CPP started was 2.82. Mean is shown below:

	Pilot I	Controls
Winter '76	2.91	3.03
Spring '76	3.36	3.53
Fall '76	2.99	2.96
Winter '77	3.12	3.05
Spring '77	3.20	3.39
Fall '77	3.10	3.13

PLACEMENT STATUS AS OF MAY 26, 1978
FOR PILOT I AND CONTROL GROUP

	PILOT I		CONTROLS	
	n	%	n	%
No information	4	08	11	24
Looking for a job	18	37	10	22
Plan on grad school	9	18	4	08
Accepted by grad school	8	16	8	18
Internship	-	--	2	04
Returning for certification	2	09	1	02
Has a job	8	16	9	20

ATTENDANCE AT CPP ACTIVITIES
FOR PILOT I AND CONTROL GROUP

	Pilot I	Controls
Orientation session where the SCII was administered	56	
Career Exploration Workshop I, Winter '76	55	
Occupational Information Workshop, Winter '76	40	
Assigned CPC's	34	
Communication Skills Workshop I, Fall '76	28	
Update meeting, January '77	18	
Communication Skills Workshop II, Fall '76	16	
Letter Writing Workshop	23	
Practicum Planning Workshop	8	1
Completed a Practicum	16	9
Completed a Second Practicum	3	0
Senior Sequence	22	11

ACADEMIC STATUS FOR
PILOT I AND CONTROL GROUP

	Pilot I	Controls
Withdrew from Alma College	4	8
Graduated on or before Spring '78	50*	43**

*Of the original 59, 2 are not in the Class of '78, 3 "stepped out" for a term or more, and 4 withdrew from Alma.

**Of the original 55, 1 is not in the Class of '78, 1 "stepped out" for a year, and 2 need more credits to graduate.

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The findings below are based on trends noted in the data obtained from a questionnaire given to Pilot I and their matched controls in March of 1978. Since some of the controls had participated in the Senior Sequence portion of the CPP and some of the original Pilot I members had participated in very little or none of the program both Pilots and Controls were subdivided according to participation level. Four groups were thus created: "Persistent Pilot" --members who had attended three or more activities; "Quasi Pilot"--originally enrolled but attended two or fewer activities; "Quasi Control"--were originally matched with Pilot members but subsequently attended a significant portion of the CPP; "Pure Control"--those who were originally matched with pilot members and apparently did not participate in any formal activities of CPP.

Objectives and Related Findings

1. Improve awareness of personal academic and vocational abilities, values, interests, strengths and weaknesses.

   Finding: Pilots listed more of each of these personal characteristics than controls.

2. Develop skills in communication and interpersonal relationships.

   Finding: Pilots report a higher degree of skill development in these areas than controls. Pilots say they: took more communication courses; gave more oral presentation; and did more optional written projects than controls say they did.

3. Gain knowledge of career alternatives and realistic expectations about the character of the world of work.

   Finding: Based on current information there is no discernable difference between Pilots and Controls in career alternatives or realism of expectations. Pilots did, however, arrange and take part in more placement interviews than controls which may indicate a more realistic attitude.

4. Exhibit initiative in job exploration and selection.

   Finding: Pilots arranged more interviews on their own. Pilots were much more active in career exploration activities even when these weren't a part of formal CPP. For example, Pilots made more phone calls and visits to obtain career information.

Objectives and Related Findings, continued:

5. Obtain practical experience.

   Finding: Pilots have taken more practicums and held office in student organizations more frequently.

6. Become aware of how personal skills and characteristics may be applied to various job opportunities.

   Finding: Some of the items on the post test measure this through simulations. On the whole (20 item) test, the Control group has a higher mean, but on items related to this objective there is no substantive difference between the percentage with the correct answer in the Pilot versus the Control groups.

7. Develop skills in resume preparation, letter writing, and interview techniques.

   Finding: Pilots submitted more resumes and applications and wrote more letters. They were interviewed more often, and were asked to more second interviews.

8. Demonstrate the ability to clearly state objectives and plan goal-directed course programs.

   Finding: No discernable difference at this time. Both groups did only a fair job of specifying their occupational choice and alternative choices.

9. Develop entry-level work skills in at least one work role.

   Finding: Pilots indicate thier skills have been developed to a higher degree at Alma than controls.

10. Obtain suitable employment at rates higher than students at comparable undergraduate institutions.

    Finding: No institution could be found which would participate in this evaluation.

11. Achieve an education that permits them to move through various work roles.

    Finding: There's a slight indication that the Pilot group is better prepared for this in thier a) more active approach to career exploration; b) greater effort to develop communication skills; c) higher ratings of skills.

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During the weeks prior to graduation for the Pilot and Control groups in March, 1978, a dinner was held at which the Penultimate Questionnaire was completed to assess factors that were regarded as potentially helpful in the formative evaluation of the program. Data from that questionnare has been reported elsewhere in this report. A copy of the Penultimate Questionnaire can be found in Appendix U. The following summary statements were developed as a result of an analysis of items from that questionnaire.

- More controls (25%) were certain of their occupational choice when they came to Alma. Only 7% of Pilot I were certain. More of the Pilot I's fell into the "no career plans or considering a major category" (15% vs 5% of the controls)

- More than twice as many controls (50% vs 22%) felt their parents had a career in mind for them when they came to Alma. There's some indication that both groups felt their parents would be supportive of their choice, but that more of the control's parents had communicated with them about their preferences.

- Both groups report satisfaction at Alma (Pilot $\overline{x} = 7.26$, C $\overline{x} = 7.25$) on a scale where 9 = Satisfied 1 = Dissatisfied

- More Pilot group members declared their majors in their sophomore year (38% vs 21%)

- A very quick subjective assessment of the specificity of stated occupational choice in the two groups comes out about the same, 67% specific in Pilot I, 70% in the Control

- The groups appear to be equally certain about the satisfied with their occupational choice (Pilot I $\overline{x} = 7.11$; Control $\overline{x} = 7.15$ on certainty, Pilot I $\overline{x} = 7.5$, Control $\overline{x} = 7.35$ on satisfaction where 9 is certain, satisfied)

- It may have been a little longer since the control group members made their occupational choice. The average number of months since making the choice was 12.5 for the Pilot group and 15.9 for the control group. However, three of the controls gave no answer at all to the question of when they made their occupational choice.

Student satisfactory placement is regarded as one outcome to measure the success of the program. Placement to a large degree is based upon the student's ability to enter the market effectively. As indicated in Objective #7 for the program, the development of an effective resume, is one way to enter that market.

The members of the Pilot I group and the Control group were utilized to determine if participation in career preparation activities does effect the quality of resumes developed by students.

The credential files of all Pilot (original n=59) and Control (original n=55) group members were searched to determine whether a resume or a candidate statement was present. The results of this search are presented in Table 15.

TABLE 15

RESULTS OF SEARCH OF FILES OF PILOTS AND CONTROLS FROM CLASS OF 1978

	Credentials File Present	Resume Present	Candidate Statement Present
Pilot I (n = 49)*	43 (87.8%)	27 (55.1%)	5 (10.2%)
Controls (n = 44)	39 (88.6%)	20 (45.5%	14 (31.8%)

*This n represents the number in each group who graduated in 1978 and so might be expected to have credentials, resume and candidate statement on file with the Placement Office.

For purposes of this, and all subsequently reported analyses, the Pilot group is limited to those who actually participated in what are felt to be the basic elements of the CPP (11 members of the Control group were in the Senior Sequence and nine took a Practicum). Once this definition of the two groups had been imposed, there remaind 13 Pilots and 16 Controls who had resumes in their files. These resumes were photocopies with the name covered and assigned an identifying number.

Three raters were asked to act as judges, a high school placement office, a chemical company personnel executive, and a university student personnel professor. All had considerable experience evaluating resumes. These judges used a resume rating form developed for this evaluation (see Appendix V) to rate the same five resumes. The ratings of the three judges were then compared and found to be identical in 49% of the ratings, with ratings with two out of the three agreeing on an additional 43% of the ratings and only 8% on which ratings differed by more than one point. Since this degree of agreement seemed reasonable for the purposes of this evaluation, the remaining 24 resumes were randomly divided between the judges. The results of the judges' ratings, averaged across groups, are presented in Table 16.

TABLE 16

EVALUATION OF RESUMES OF PILOT AND CONTROL GROUPS PRIOR TO GRADUATION

Variable	Pilots' $\bar{x}$	Controls $\bar{x}$
Personal data rating*	2.48	1.74
Availability date included	Yes = 84.6%	Yes = 66.7%
Willingness to relocate included	Yes = 30.8%	Yes = 42.9%
Employment objective included	Yes = 76.9%	Yes = 50%
"Generality" rating	2.89	2.66
"Wording" rating	2.89	2.66
Education presentation rating	2.35	2.06
Experience presentation rating	2.76	2.56
Activities included	Yes - 92.3%	Yes = 81.3%
Activities presentation rating	1.92	2.28
Readability	2.77	2.66
Length	2.61	2.15
Overall appearance	2.51	2.48
Design	2.61	2.50
Highlighting of important information	3.00	2.33
Would you interview this person?	Yes and Definitely= 82%	Yes and Definitely = 4%

*All ratings used this scale: 4 = outstanding, 3 = above average, 1 = below average, 0 = unacceptable

The interpretation of these results is limited by the nature of the samples on which they are based. The original members of the Pilot group selected themselves into the program and so do not represent either their class or other students at small colleges as they might have if they had been assigned randomly.

The sample size is a problem as the selection process, for the Pilots and Controls only produce 13 and 16 resumes to be judged. Approximately the same influences have operated on both groups to produce this attrition. However, considering the amount of information exchanged, and the mutual help provided in a small college, limiting the Pilots to those who have received a reasonable approximation of the full CPP treatment, and the Controls to those who have (purportedly) received none of it, seems the only fair way to assess the impact of the CPP. With these reservations in mind, the results do seem to support the conclusion that the CPP has achieved the objective of improving resume writing skills. Although the differences in means and proportions are not overwhelmingly large, they are in the expected direction with the exception of "willingness to relocate" and "activities, presentation rating." Fourteen out of sixteen differences are in the expected direction.

The most substantial and important of the differences in resume evaluations is the last variable, "would you interview?" This was intended to elicit the judge's overall evaluation of the resume, presuming a job for which the applicant was qualified were available. On this question the Pilots received much higher marks than the Controls. The main purpose of the resume is presumed to be gaining an employment interview. With 82% being offered an interview, the Pilot group resumes seem to have done a much better job of this than the Control group, 46% of whom would have received an interview on the basis of their resume.

Through a variety of evaluation techniques it has been shown that the various objectives of the program have been met and that many of the desired student characteristics do appear to be developed through participation in the program activities.

OVERALL CAREER DEVELOPMENT MEASURE

The ACDM (Harren 1976), as indicated in this report, was selected as the tool to measure overall career development of students. The ACDM is designed to measure progress through the steps of the Tiedeman and O'Hara model of career decision making. There are four main sections in the instrument. The accompanying Table 17 represents the Decision Making Task: Future Occupations (DMT-O) section because the score on that section has been used as a dependent variable in evaluating the CPP. The DMT-O measures the decision stage which occurs in the planning phase of deciding upon an occupation. Each stage has twelve items to which the respondents answer by "agree" or "disagree" according to whether they feel the item describes them or not. Each "agree" response is given a weight according to the stage it represents, these weighted responses are summed and the total weighted score is divided by the total number of "agree" items. In addition to the DMT-O score the ACDM contains four 9-point scales on which the subject is to rate certainty of major choice, satisfaction with major choice, certainty of occupational choice and satisfaction with occupational choice.

TABLE 17

DECISION MAKING TASK: FUTURE OCCUPATION SAMPLE ITEMS BY STAGE

Stage and Sample Items	
Exploration: "Almost any career seems appealing to me."	Sum of "agree's" x 1
Crystallization: "I'm more certain of the fields I don't want than what I do want."	Sum of "agree's" x 2
Choice: "I'm pretty certain about the career I have chosen."	Sum of "agree's" x 3
Clarification: "I need to find out what jobs are available in my field."	Sum of "agree's" x 4

Divide by total number of "agree's"

↓

DMT-O

It does not appear (from the results at Alma College) that the ACDM does a good job of giving subjects a score reflecting their stage in the Tiedeman-O'Hara model of the career decision making process. That is, students who are in the Exploration stage should receive a score between 1 and 1.74, yet only two students in a group of 140 freshmen had scores below 1.75. Further, when asked during workshops whether their ACDM score was an accurate reflection of their current career decision making status, many of the students who had just heard a discussion of the Tiedeman-O'Hara model indicated that the ACDM had put them in the Crystallization stage when they should be in the Exploration stage, or in the Choice stage when they should be in the Crystallization or even the Exploration stage.

Despite these problems, the author of the ACDM has accumulated evidence that the test is reliable (test-retest reliability of .83) and has some degree of internal construct validity and concurrent validity (Harren, 1976, 1977a, 1977b). Harren, 1977b, divided 576 students into those who had made a choice of occupation and were satisfied with it, and those who had either made no choice or had made a choice and were not satisfied with it. The satisfied choosers had uniformly high DMT-O scores whether they were freshmen, sophomores, juniors, or seniors, but the undecided or unsatisfied students' scores progressed from lowest for the freshman year to highest for the senior year. These results suggest that, for students who are undecided about or dissatisfied with their occupation, the ACDM is sensitive to progress in career decision making stage.

At Alma, the DMT-O score from the second administration of the ACDM to students was used as the dependent variable in a regression analysis. In order to determine if amount of participation in the CPP would explain a significant portion of the variance in DMT-O scores when pre-measures from the first administration were held constant, the CPP participation variables were entered into the equation last. The regression analysis reported in Table 18 is based on a sample of 307 students from the classes of 78, 79, 80, and 81 who had taken the ACDM twice, first early in (or before) their participation in the CPP, and then again after they had participated in at least two workshops. (See Table 18) Because of earlier findings made by Harren (1977b) and reported above, the sample of 307 was divided into those who had made a satisfied choice of occupation (n = 201) and those who had not made a choice or were not satisfied with their choice (n = 106). For the "Not Satisfieds" (See Table 19), participation in the CPP (Step No. 6) explains 3% of the variance in DMT-O scores, a portion that is significant at the .01 level, F (6,99) = 3.78. When evaluating the effect of practicum participation it appears taking a practicum did not make a significant difference in the DMT-O score, F (7,98) = 1.40 for the "Not Satisfieds." It did, however, account for a significant portion (6%) of the variance in the degree of satisfaction with occupational choice at the second testing, F (6,99) = 6.83 (see Table 19). It is difficult to determine whether satisfaction with occupational choice precedes or follows the taking of a practicum. It is likely that a student would not make the effort to arrange a practicum if the occupation was not already pretty interesting. On the other hand the measure of satisfaction was not taken until after the practicums had been completed so that practicums could have served to make students less satisfied, but did not.

It is interesting, and in keeping with the results that Harren found, that while CPP participation does explain variance in the second DMT-O for "Not Satisfieds", it does not do so for the "Satisfieds."

Looking at the results displayed in Tables 18, 19, and 20, it can be seen that most frequently CPP participation does not explain a significant portion of the variance in the dependent variables, while practicum participation

TABLE 18

STEPWISE REGRESSION ANALYSES FOR SELECT VARIABLES WITH FOUR OUTCOME MEASURES FOR THE CLASSES OF '78, '79, '80, '81, WHO TOOK PRE AND POST CPP ACTIVITY ACDM'S (n=307)

Outcome Variable: ACDM-DMT-O

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.5374	0.2888	0.2888	123.8612
2	6 MAJCERT	0.5812	0.3378	0.0490	22.4890
3	7 MAJSAT	0.5905	0.3486	0.0108	5.0391
4	8 OCCCERT	0.5959	0.3551	0.0064	3.0062
5	9 OCCSAT	0.5975	0.3570	0.0019	0.9103
6	3 PRACTI	0.5986	0.3583	0.0013	0.6172
7	1 CPPWOP	0.5993	0.3591	0.0008	0.3660

Outcome Variable: Satisfaction with Occupation

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.3831	0.1467	0.1467	52.4564
2	6 MAJCERT	0.4482	0.2009	0.0541	20.5891
3	7 MAJSAT	0.4632	0.2145	0.0137	5.2747
4	8 OCCCERT	0.4757	0.2263	0.0117	4.5754
5	9 OCCSAT	0.4757	0.2263	0.0000	0.0005
6	3 PRACTI	0.4982	0.2482	0.0220	8.7715*
7	1 CPPWOP	0.5012	0.2512	0.0030	1.1943

Outcome Variable: Certainty of Occupational Choice

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.4066	0.1653	0.1653	60.4033
2	6 MAJCERT	0.4925	0.2425	0.0772	30.9964
3	8 OCCCERT	0.5062	0.2562	0.0137	5.5683
4	7 MAJSAT	0.5222	0.2727	0.0165	6.8612
5	9 OCCSAT	0.5223	0.2728	0.0000	0.0190
6	3 PRACTI	0.5426	0.2944	0.0217	9.2141*
7	1 CPPWOP	0.5428	0.2946	0.0001	0.0604

Outcome Variable: Satisfaction with Major

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.2466	0.0608	0.0608	19.7525
2	6 MAJCERT	0.4215	0.1777	0.1168	43.1925
3	7 MAJSAT	0.4486	0.2012	0.0236	8.9348
4	9 OCCSAT	0.4511	0.2035	0.0023	0.8723
5	8 OCCCERT	0.4543	0.2063	0.0028	1.0725
6	3 PRACTI	0.4629	0.2143	0.0079	3.0354*
7	1 CPPWOP	0.4685	0.2195	0.0052	1.9811

*significant at P∠.01

TABLE 19

STEPWISE REGRESSION ANALYSES OF SELECT VARIABLES WITH FOUR OUTCOME MEASURES FOR STUDENTS WHO IDENTIFIED THEMSELVES AS NOT SATISFIED WITH OCCUPATIONAL CHOICE OR HAVING NO OCCUPATIONAL CHOICE AT FIRST ADMINISTRATION OF ACDM (n=106)

Outcome Variable: ACDM-DMT-O

Step No.	Variable Entered	Multiple R	Multiple RSQ	Increase IN RSQ	F-To-Enter
1	27 ACDM3	0.3452	0.1192	0.1192	14.0732
2	6 MAJCERT	0.3957	0.1566	0.0374	4.5654
3	7 MAJSAT	0.4364	0.1904	0.0338	4.2637
4	9 OCCSAT	0.4599	0.2115	0.0211	2.7025
5	8 OCCCERT	0.4602	0.2117	0.0002	0.0294
6	1 CPPWOP	0.4906	0.2407	0.0290	3.7798
7	3 PRACTI	0.5014	0.2514	0.0107	1.3997

Outcome Variable: Satisfaction with Occupation (SATOCC)

Step No.	Variable Entered	Multiple R	Multiple RSQ	Increase IN RSQ	F-To-Enter
1	27 ACDM3	0.2037	0.0415	0.0415	4.4999
2	6 MAJCERT	0.2269	0.0515	0.0100	1.0845
3	7 MAJSAT	0.2917	0.0851	0.0336	3.7490
4	8 OCCCERT	0.3029	0.0917	0.0066	0.7393
5	9 OCCSAT	0.3069	0.0942	0.0024	0.2673
6	3 PRACTI	0.3907	0.1526	0.0585	6.8334**
7	1 CPPWOP	0.4004	0.1603	0.0077	0.8929

Outcome Variable: Certainty of Occupational Choice

Step No.	Variable Entered	Multiple R	Multiple RSQ	Increase IN RSQ	F-To-Enter
1	27 ACDM3	0.1715	0.0294	0.0294	3.1500
2	6 MAJCERT	0.2451	0.0601	0.0307	3.3635
3	7 MAJSAT	0.2679	0.0718	0.0117	1.2860
4	8 OCCCERT	0.2839	0.0806	0.0088	0.9665
5	9 OCCSAT	0.2864	0.0820	0.0014	0.1531
6	3 PRACTI	0.4086	0.1670	0.0850	10.0967**
7	1 CPPWOP	0.4095	0.1677	0.0007	0.0852

Outcome Variable: Satisfaction with Major

Step No.	Variable Entered	Multiple R	Multiple RSQ	Increase IN RSQ	F-To-Enter
1	27 ACDM3	0.1723	0.0297	0.0297	3.1815
2	6 MAJCERT	0.3604	0.1299	0.1002	11.8586
3	7 MAJSAT	0.4474	0.2002	0.0703	8.9700
4	9 OCCSAT	0.4635	0.2148	0.0146	1.8817
5	8 OCCCERT	0.4655	0.2167	0.0019	0.2429
6	1 CPPWOP	0.5478	0.3001	0.0833	11.7892**
7	3 PRACTI	0.5556	0.3087	0.0086	1.2217

**significant at $P < .01$

TABLE 20

STEPWISE REGRESSION ANALYSES OF SELECT VARIABLES WITH FOUR OUTCOME MEASURES FOR STUDENTS WHO IDENTIFIED THEMSELVES AS SATISFIED WITH OCCUPATIONAL CHOICE AT FIRST ADMINISTRATION OF ACDM (n=201)

Outcome Variable: ACDM-DMT-O

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.4873	0.2375	0.2375	61.9706
2	6 MAJCERT	0.5362	0.2875	0.0501	13.9124
3	8 OCCCERT	0.5481	0.3004	0.0129	3.6294
4	9 OCCSAT	0.5525	0.3052	0.0048	1.3598
5	7 MAJSAT	0.5531	0.3059	0.0006	0.1777
6	1 CPPWOP	0.5542	0.3071	0.0012	0.3457
7	3 PRACTI	0.5543	0.3072	0.0001	0.0267

Outcome Variable: Satisfaction with Occupation (SATOCC)

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.3182	0.1012	0.1012	22.4141
2	6 MAJCERT	0.4576	0.2094	0.1082	27.0990
3	8 OCCCERT	0.4695	0.2205	0.0110	2.7877
4	9 OCCSAT	0.4697	0.2207	0.0002	0.0481
5	7 MAJSAT	0.4698	0.2207	0.0001	0.0223
6	3 PRACTI	0.4857	0.2359	0.0151	3.8419**
7	1 CPPWOP	0.4862	0.2364	0.0005	0.1244

Outcome Variable: Certainty of Occupational Choice

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.3512	0.1234	0.1234	28.0028
2	6 MAJCERT	0.4930	0.2430	0.1197	31.3013
3	8 OCCCERT	0.5130	0.2631	0.0201	5.3749
4	7 MAJSAT	0.5145	0.2647	0.0015	0.4075
5	9 OCCSAT	0.5161	0.2663	0.0017	0.4426
6	3 PRACTI	0.5267	0.2774	0.0111	2.9697**
7	1 CPPWOP	0.5269	0.2776	0.0002	0.0536

Outcome Variable: Satisfaction with Major

Step No.	Variable Entered	Multiple		Increase	F-To-Enter
		R	RSQ	IN RSQ	
1	27 ACDM3	0.1864	0.0347	0.0374	7.1595
2	6 MAJCERT	0.4665	0.2177	0.1829	46.2985
3	8 OCCCERT	0.4746	0.2252	0.0075	1.9159
4	7 MAJSAT	0.4781	0.2286	0.0034	0.8628
5	9 OCCSAT	0.4782	0.2287	0.0001	0.0191
6	3 PRACTI	0.4830	0.2332	0.0046	1.1590
7	1 CPPWOP	0.4855	0.2357	0.0024	0.6091

**significant at $P < .01$

does. The exceptions to this trend are the DMT-O scores and the "Satisfaction with Major" ratings of the group of students who began the CPP without a satisfactory choice of occupation. For these "Not Satisfieds" the CPP did explain a significant portion of the DMT-O variance (3%) and of "Satisfaction with Major" variance (8%). Among both the "Satisfied" and the "Not Satisfieds", however, practicum participation did explain a significant portion of variance in "Certainty of Occupational Choice" (1% and 9%, respectively) and "Satisfaction with Occupational Choice" (2% and 6% respectively). Thus, one interpretation would be that while CPP participation improves the "career development" and "Satisfaction with Major" ratings of Not Satisfieds, Practicum participation improves the "certainty of" and "satisfaction with" occupational choice of both groups. However, as can be seen in Table 21, CPP participation explains a significant portion of variance (4%) in practicum participation for the entire sample of 307 even after the variance attributed to the ACDM pre-measures has been removed. So it may be concluded that at least a portion of the CPP (practicums) have a positive relationship with the occupational satisfaction ratings of all participants, whether they started with a satisfactory occupational choice or not, and that participation in the CPP (workshops, seminars, etc,) increases the liklihood that a student will take a practicum.

TABLE 21

REGRESSION OF AMOUNT OF CPP PARTICIPATION ON PRACTICUM PARTICIPATION AFTER VARIANCE ATTRIBUTED TO ACDM PRE MEASURES IS REMOVED

Step No.	Variable Entered	Multiple R	Multiple RSQ	Increase IN RSQ	F-To-Enter
1	27 ACDM3	0.1149	0.0132	0.0132	4.0827
2	6 MAJCERT	0.1861	0.0346	0.0214	6.7516
3	7 MAJSAT	0.2154	0.0464	0.0117	3.7330
4	9 OCCSAT	0.2223	0.494	0.0030	0.9606
5	8 OCCCERT	0.2228	0.0496	0.0002	0.0694
6	1 CPPWOP	0.2930	0.0858	0.0362	11.8734*

*significant at P ∠.01

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SUMMARY OF IMPORTANT RESEARCH FINDINGS

Any attempt to reduce an evaluation of a very complex program and issue is likely to have its weaknesses. In addition to the various descriptive analyses throughout this report, the following summary statements highlight a number of important outcomes of the program.

Using the tool the Assessment of Career Decision Making (ACDM) and 106 students from the classes of '78, '79, '80, '81, who indicated on pre-measures they were not satisfied with their choice of occupation, it was determined that participation in CPP activities is related to an increase in decision making scores.

Considering a total of 307 students from the classes of '78, '79, '80, '81, it was also found that participation in a practicum is correlated positively with satisfaction with occupational choice and certainty of occupational choice. It was also noted that arranging a practicum is more likely if a student participates in a career preparation program.

Considering the information on those students who report initial dissatisfaction with occupational choice, it was found that CPP participation is correlated positively with satisfaction with major.

Participation in workshops remains high in the first two workshops and in the Senior Sequence. Ratings of the benefit of the workshops by participants has always been positive (3.5 or better on a 5 point scale). It has also been determined that significant learning has occurred from pre and post CEW I and OIW as measured by 13 items designed to assess the objective of these workshops. Unfortunately, there was not a non-CPP group who took these same items against which to compare this group of participants. Evaluation of other workshops such as the Communication Skills and Senior Sequence has also resulted in consistently high ratings (4.0 on a 5.0 scale).

Using the pilot group from the class of 1978 and their controls, members of the pilot group at graduation were better able to identify more values, interests, self management, and transferable skills, as well as more weaknesses.

The resumes of selected* pilots and controls have been examined. The results of the ratings of the resumes blindly by three qualified raters support the conclusion that the CPP does help students improve resume writing skills. Fourteen out of 16 differences are in the expected direction. On the item "Would you offer the person an interview?" the raters said yes to 82% of the pilots, while only saying yes to 46% of the controls.

It appears that the activities of the Career Preparation Program do meet the needs of those students who are dissatisfied with their choice of occupation and major or have not made a choice and can result in the development of skills that will be helpful in defining occupational alternatives and obtaining employment interviews.

In addition, many students use the Career Information Center, the Career Resource Network, the computerized guidance system, and staff consultation but do not participate in any of the formal CPP activities.

Other results with pilot and control groups:

1. Pilots report a higher degree of skill development in communication and interpersonal relationships than controls. Pilots say they: took more communication courses; gave more oral presentation; and did more optional written projects than controls say they did.

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*The resume of those Pilots who participated in what were deemed the basic CPP workshops (CEW I, OIW, SS) were used along with the resumes of Controls who had not participated in any portion of the CPP.

2. Pilots arranged more interviews on their own. Pilots were much more active in career exploration activities even when these weren't a part of formal CPP. For example, Pilots made more phone calls and visits to obtain career information.

3. Pilots have taken more practicums and held office in student organizations more frequently.

4. Pilots submitted more resumes and applications and wrote more letters. They were interviewed more often, and were asked to more second interviews.

5. Pilots indicate their entry level work skills have been developed to a higher degree at Alma than controls.

6. There's a slight indication that the pilot group may be better prepared to move through various work roles because of their (a) more active approach to career exploration; (b) greater effort to develop communication skills; and (c) higher ratings of skills.

PROGRAM IMPACT AS EVALUATION

ACADEMIC PROGRAMS

Through reports on the activities of the faculty members, it can be seen that the career preparation emphasis has had broad impact at Alma College. In support of this statement, the following excerpts from a presentation made to faculty and college deans in the State of Michigan by the Dean of the Faculty at Alma College are included in this report.

Impact of Career Education on Curriculum Development
John Agria

Impact on Curriculum

1. Move toward comptency-based education. First attempts in college's history to define the objectives of our educational program in terms of specific skills and knowledge outcomes.

   Why? Emphasis in career education is on the specific skills/knowledge needed for careers not courses. Therefore, it becomes necessary to look at the curriculum in terms of the acquisition of specific skills and knowledge not in terms of accumulating courses.

2. Return to basic skills -- increased emphasis on writing, numeracy, and oral communication skills -- sometimes in new guises, e.g., workshops on resume writing, interviewing, interpersonal relations.

   Why? Emphasis on career preparation for entry level skills and lifelong flexibility -- makes need for strong basic skills more evident.

3. Integration of practicum (work experience) into the curriculum.

   Why? Helps in career choice -- exploration, strengthens students' credentials.

4. Greater emphasis on applied knowledge -- introduction of applied subjects, e.g., industrial chemistry, business math.

   Why? Concern for immediate transferability of skills and knowledge to work situation.

5. More flexibility in areas of concentration -- majors. More push toward areas of concentration combining several subjects and tailored to students career choices and major-minor combinations.

   Why? Flexibility needed to make students more marketable career changes.

6. Greater emphasis on values.

   Why? Identification of values -- priorities -- is an important part of the decision-making process in career choices.

Impact of Academic Counseling

1. Shift from academic advising where the primary question posed to students is "What courses do you want to take?" to career counseling where the question posed is "What do you want to do with yourself and what skills and knowledge will you need to do it?"
2. A broadening of the concept of academic counseling -- more encompassing, more personal, and more future-oriented. The questions becomes "What do you want out of life?", "What do you want to make of yourself?", not "What courses do you want to take this term?"

Impact on Faculty Development/Evaluation

1. Practical experiences outside of teaching and research added to the list of legitimate sabbatical activities for faculty, e.g., for a professor of English literature instead of writing a novel, an internship in a public relations firms.
2. A portion of faculty professional travel shifted toward developing work experience sites for students.

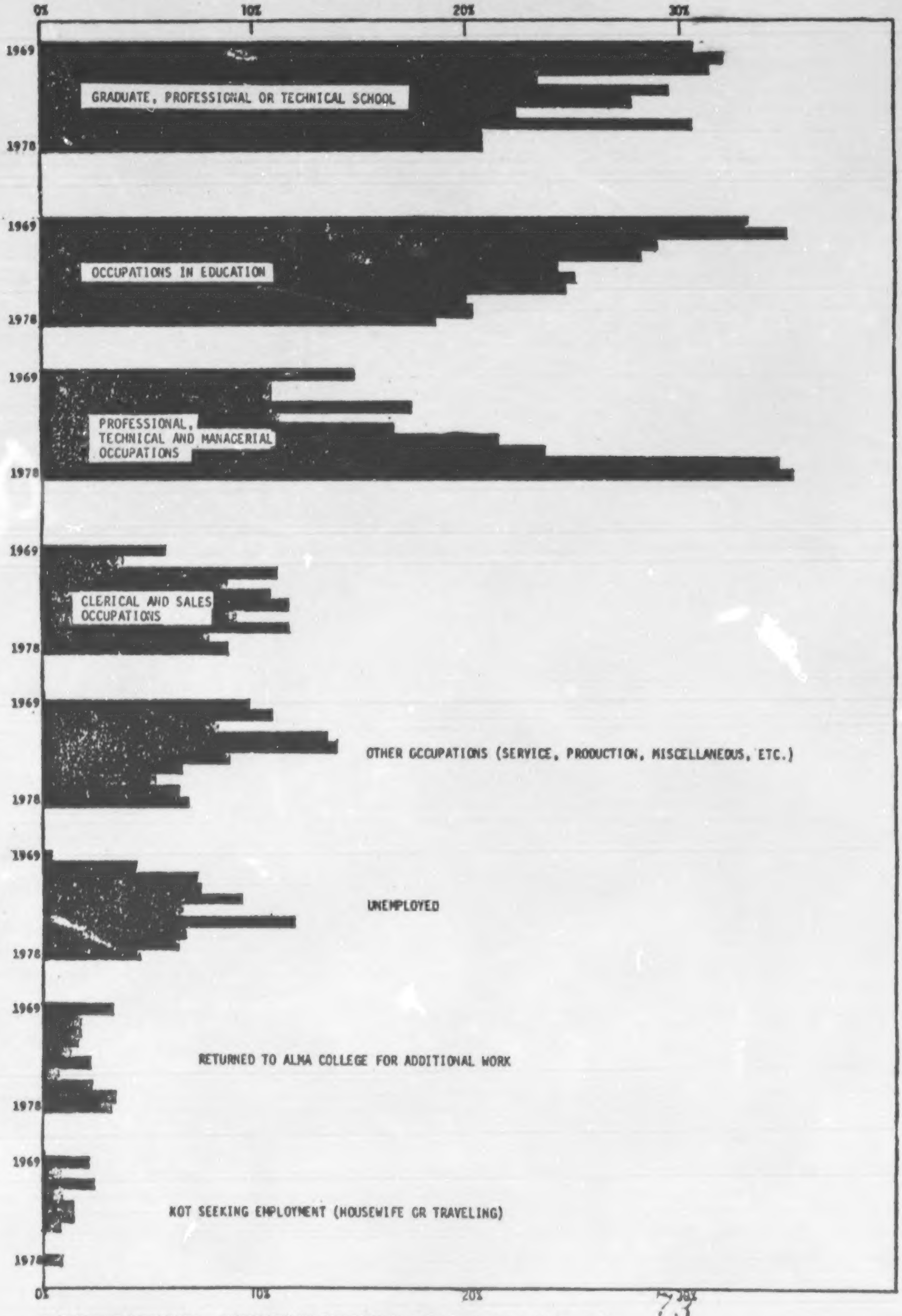
3. Increasing emphasis in faculty development on counseling skills.
4. Growing pressure to include faculty participation in career education activities in evaluation for tenure and promotion.

PLACEMENT

Another important area of impact is placement. As the interests of students and the needs of the labor market change, the placement office must adopt new approaches and develop new constituencies. The obvious trend that has occurred over the last six to seven years is the reduction in need for teachers. If enrollment at a college is to maintain its stability, new opportunities must be found for students. A review of Table 21 will indicate that students at Alma have been able to effectively locate positions as the labor market changes. Of greatest note is the change that has taken place in employment in the area of professional technical and managerial positions. Alma's placement progress is such that at six months after graduation 95% of the class is placed in a job or in a continuing education program.

TABLE 22

WHAT GRADUATES DID THEIR FIRST YEAR AFTER COMMENCEMENT DATA FOR THE CLASSES OF 1969-1978



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* SOURCE OF CATEGORIES: DICTIONARY OF OCCUPATIONAL TITLES, FOURTH EDITION, 1977.

** PERCENTAGES BASED ON RESPONDENTS ONLY

PRODUCTS DEVELOPED

During the last twenty months a variety of products have been developed and revised. The following are the products of the last twenty months:

1. Revised Workshop Lectures and Exercises (currently under another revision)
2. Placement Manual
3. Placement Brochure for Employers
4. Practicum Brochure (mini-catalog)
5. A Variety of Evaluation Devices
6. Seven Video Tape Interviews
7. Advising Guide (Appendix G)
8. Planning Activities Skills Survey (Appendix H)
9. Career Consultant Network File
10. CPP Workshop Brochure
11. Senior Placement Readiness Questionnaire
12. Two Newsletters
13. Monograph on Career Planning and Placement in the Small College
14. Dissemination Slide Shows

DISSEMINATION ACTIVITIES

Dissemination activities still require a significant portion of each staff person's time. A variety of approaches to dissemination have been utilized over the past twenty months.

1. 350 copies of the annual report, Career Preparation in the Liberal Arts: A Report of Progress, were distributed.

2. Presentations made by staff at four national conventions, four state conventions, two regional conventions.

3. Presentations at two continuing education workshops sponsored by the American College Personnel Association and held at Alma College. All staff members made a presentation to representatives from over 140 institutions. (See Appendix X for copies of workshop programs.)

4. Visitations by the staff of 12 other colleges to Alma College to review the program in depth.

5. Staff members have served as consultants to two colleges by direct on-campus consultation.

6. The Director of the program has been featured on two, thirty-minute, T.V. shows, two 1/2-hour radio programs, and a series of brief news spots on the activities of the program.

7. Feature article on Alma College appeared in Volume 31 of The AAHE Bulletin.

8. A monograph, "Career Planning and Placement in the Small College," was distributed to over 200 persons (under the auspices of the ACPA conference).

9. Two newsletters were mailed to over 500 persons.

10. First annual Career Education Update held for high school counselors in March, 1979.

11. Answering numerous phone call requests for information.

Currently the initial stages are being completed to produce a 45-60 minute video tape on the development and effectiveness of the program. This tape should be completed in the Winter of 1980.

CURRENT STATUS OF THE PROGRAM

As mentioned earlier in this report, this is the seventh term that the activities of the Career Preparation Program have been offered to the campus. In the fall of 1978, through the use of several new tools and special pre-school workshops, the career planning process was introduced to all faculty and will now become a regular part of the advising process.

Appendix W presents the current activities and resources that will continue to bring about the integration of career development within the liberal arts. Figure 1 is a more succinct presentation of the current program and is a copy of one of the slides in a dissemination presentation.

The activities of students and faculty have been described elsewhere in this report as have some of the supporting activities. The addtional activities that contribute to the success of the program not described elsewhere are the following:

Monthly Career and Education Excerpts

Significant, edited, brief, one to two paragraph articles on topics of concern to faculty and staff that focus on labor market information, occupational trends, management and change in higher education and student development. Excerpted from professional literature by staff. Distributed bi-weekly.

Video Interviews

Video tape interviews of career consultants who have come to the campus for career investigation by faculty and students.

Video Tape Equipment

Camera and tape available to practice oral communication and interview skills. Also available for student and faculty practicum opportunities.

FIGURE 1

MAIN ELEMENTS

FACULTY

- FACULTY WORKSHOPS
- USE OF CONSULTANTS
- SITE VISITATIONS
- ADVISING
- SABBATICAL

STUDENTS

- WORKSHOPS
- ASSESSMENT ACTIVITIES
  - ENTRY - EXIT
- ADVISING GUIDE
- CAREER EXCHANGES
- CAREER SEMINARS
- SITE VISITATIONS
- PRACTICUM
- PLACEMENT

SUPPORT

- MONTHLY CAREER AND EDUCATION EXCERPTS
- CAREER INFORMATION CENTER
- VIDEO INTERVIEWS
- CAREER AIDES
- CAREER CONSULTANT NETWORK
- CAREER RESOURCE COUNCIL
- PRACTICUM PLANNING HANDBOOK
- VIDEO-TAPE EQUIPMENT
- PROGRAM OF EMPHASIS
- IN-CITY INTERVIEW PROGRAM
- STUDENT ENTRY DATA
- COMPUTERIZED GUIDANCE SYSTEMS
- GRADUATE FOLLOW-UP

Practicum Planning Handbook and Catalog

Guide to establishing a practicum and examples of sites of practicums by occupational cluster.

Career Resource Council

Group of local professional persons available to consult with and refer problems from local areas to faculty.

Program of Emphasis

A method by which students may design a career oriented program of study, incorporating courses that are appropriate to the theme as the student and his/her advisor decided.

In-City Interview Program

Groups of seniors who engage in visits to 1 to 3 or more metropolitan centers to be involved in employment interviews. A systematic program of contact through interview for seniors who otherwise might not get to a metropolitan area.

Because of the evidence which suggests that positive outcomes are related to participation in Career Preparation Program activities, efforts are currently under way to improve student participation.

Participation will be encouraged in the following ways:

A. Increase use of career planning materials and resources by faculty and referral of students to workshops as needed.

B. Develop an enrollment process that encourages greater student participation (must have some formal program enrollment procedure while still accounting for individual differences in readiness to participate or benefit by the program) and is reinforced by utilization of workshop experiences in educational planning sessions.

C. Development of an expectation and reward system that insures students' participation in a variety of personal and interpersonal development activities of which career development is one.

Particular attention will be given to:

1. Encouraging faculty use of career planning resources including Career Information Center, Career Resources Network, practicum site visitation, student completion of Advising Guide and referral to student workshops.

2. Developing an expectation with students that they must enroll in a program while leaving opportunities to exit and enter the program at any time during their four years at Alma.

THE BEGINNINGS OF A MODEL

In anticipation of a final report that defines the elements of an effective career preparation program within a liberal arts institution, the following outline for developing a program is offered:

1. Develop an approach that is consistent with the stated goals and objectives of the College.

2. Start with a small cadre of faculty members who are willing to integrate career development concepts into their advising. Enlist these faculty members in the design and evaluation of the program. Establish broad ownership of any program.

3. Wherever possible integrate activities with other college functions (Homecoming, Parents Day, College Relations, Admissions, etc.).

4. Develop programs that build faculty members knowledge and information about the applicability of their disciplines and develops their advising skills.

5. Provide funds that enable faculty members to visit professionals and to invite them to the campus.

6. Establish a systematic work/study program that receives faculty approval.

7. Establish a multi-media career information center and develop a corps of students skilled in its use.

8. Wherever possible integrate career planning resources with classroom activities (speech class evaluate interview tapes).

9. Develop an effective in-service advising training program for faculty that includes the development of career planning skills.

10. Develop advising materials that through their use supports initiative in planning and integration of personal, educational, and career development.

11. Disseminate formative evaluation of any program through quality publications.

12. Develop a series of workshop modules that focus on the main elements of career development: Self Awareness, Career Awareness, Communication Skills, Decision Making, Marketing Skills, Transition Planning (pre-graduation).

13. Maintain a professional staff of three persons per thousand students who have the following responsibilities: advising coordination, placement programs, Career Information Center, research, workshop leadership, coordination of tutoring study skills and other self-help programs, personal counseling, crisis intervention, practicum/work study coordination, outreach programs with on and off campus groups.

14. Keep accurate records; know what happens to the college's students.

15. Be willing to throw out programs that don't work and give ownership away as a program becomes integrated into the regular functions of the college.

16. Focus upon the identification of those skills inherent in a liberal arts educational program.

17. Be able to clearly articulate the theoretical and practical basis for any new program undertaken.

18. All activities undertaken should have as a basic goal increasing knowledge and information that presents alternative choices for students and faculty.

APPENDIX A

SCHEDULE OF ACTIVITIES

The specific activities of the Career Preparation Program are designed to be compatible with the student's readiness to proceed with a greater degree of specificity in obtaining employment or professional school placement. The following schedule lists the activities by college class:

FRESHMAN YEAR	Pilot I	Pilot II	Regular
Career orientation	Jan 76	Jan 77	Sep 76
Administer interest inventories	Jan 76	Jan 77	Sep 76
Introduction and assignment of Career Preparation Coordinator's (CPC's)	Jan 76	Jan 77	Sep 76
Begin preparation of Career Preparation Plans (CPP)	Feb 76	Jan 77	Sep 76
Career Exploration Workshop I	Feb 76	Jan 77	Oct 76
CPC's and students meet to review results of interest inventories	Mar 76	Feb 77	Oct 76
Occupational Information Workshop	Mar 76	Feb 77	Nov 76
CPC's and students meet to plan courses and review CPP	Apr 76	Mar 77	Nov 76 Mar 77
Four Career Convention programs			

SOPHOMORE YEAR	Pilot I	Pilot II	Regular
Career Exploration Workshop II	Oct 76	Oct 77	Sep 77
Presentations by students who had practicum	Oct 76	Feb 77	Oct 77
Practicum planning workshop	Jan 77	Feb 77	Oct 77 Feb 78
Meet with CPC's for career/course planning	Dec 76	Mar 77	Nov 77
Communication Skills Workshop I	Sep 76	Mar 77	Oct 77
Career site visits (if appropriate)	Jan 77	Feb 77	Nov 77 Feb 78
Practicums planned and arranged	Feb 77	Mar 77	Oct 77 Feb 78
Communication Skills Workshop II	Nov 76	Sep 77	Jan 78
CPC'S and students review spring term	Mar 77	Mar 77	Mar 78

JUNIOR YEAR	Pilot I	Pilot II	Regular
Continue preparation and evaluation of CPP			
Letter writing program	Jan 77	Oct 77	Sep 78
CPC's and students meet to assess progress and plan courses	Mar 77	Nov 77	Nov 78
Advise and counsel re: qualifying test, i.e. LSAT, GRE, etc	Feb 77	Jan 78	Jan 79
Practicums arranged as appropriate	Oct 76 Feb 77	Oct 77 Feb 78	Oct 78 Mar 79
CPC's and students meet to evaluate progress and plan for next year	Apr 77	Apr 78	Apr 79
Interview Workshop	Sep 77	Feb 77	Feb 79
Four Career Convention programs			

SENIOR YEAR	Pilot I	Pilot II	Regular
Senior pre-term	Aug 77	Aug 78	Aug 79
Begin placement activities program	Aug 77	Aug 78	Aug 79
Resume preparation Workshop	Aug 77	Aug 78	Aug 79
Job search techniques workshop	Aug 77	Aug 78	Aug 79
CPC's and students meet to discuss plans for year	Sep 77	Sep 78	Sep 79
Employment and professional school application	Oct 77	Oct 78	Oct 79
Campus interviews and interview trips	Oct 77	Oct 78	Oct 79
CPC's and students meet to assess post graduation plans	Mar 78	Apr 79	Apr 80
Senior program evaluation	Apr 78	Apr 79	Apr 80
Four Career Convention programs			

APPENDIX B

NAME______________________________

ADDRESS______________________________
(Room # and Residence Hall)

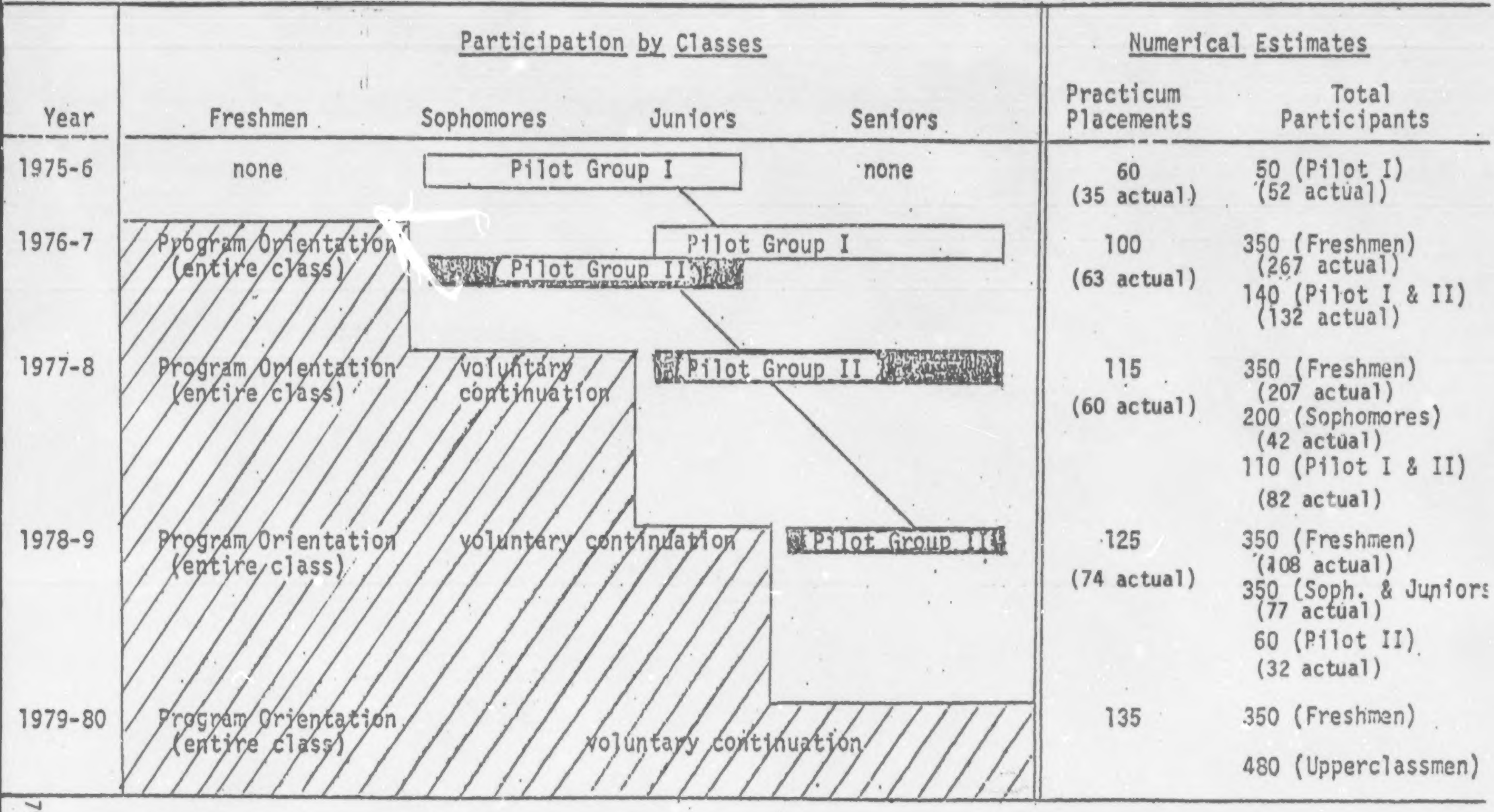
DIRECTIONS: NOTE THAT THREE WORKSHOPS WILL BE OFFERED THIS TERM. FOUR TIME PERIODS ARE AVAILABLE FOR EACH WORKSHOP. YOU WILL MEET ONLY ON THE DAYS INDICATED FOR EACH WORKSHOP FOR YOUR CHOSEN TIME PERIOD. PLEASE RANK YOUR CHOICES OF TIME PERIODS UNDER EACH WORKSHOP. ASSIGN 1 to your FIRST CHOICE. (NOTE THERE ARE SIX CHOICES FOR THE COMMUNICATION SKILLS WORKSHOP.)

TIME PERIOD	CAREER EXPLORATION WORKSHOP 4 - 2-hour sessions	OCCUPATIONAL INFORMATION WORKSHOP 2 - 2-hour sessions	COMMUNICATION SKILLS WORKSHOP 2 - 2-hour sessions		
M-W, 2-4 pm	☐ Sept. 25, 27 Oct. 2, 4	☐ Nov. 6, 8	☐ Dec. 4, 6	or	☐ Nov. 13, 15
W-F, 1-3	☐ Sept. 27, 29 Oct. 4, 6	☐ Nov. 15, 17	☐ Dec. 6, 8		
T-Th, 2-4 pm	☐ Sept. 26, 28 Oct. 3, 5	☐ Nov. 7, 9	☐ Dec. 5, 7	or	☐ Nov. 14, 16
T-Th, 7-9 pm	Sept. 26, 28 Oct. 3, 5	Nov. 14, 16	☐ Dec. 5, 7		

The ACCD Staff will review your choices and send you a schedule of the workshop periods to which you are assigned.

APPENDIX C

SCHEDULES OF PARTICIPATION: ALMA COLLEGE CAREER PREPARATION PROGRAM



	Participation by Classes				Numerical Estimates	
Year	Freshmen	Sophomores	Juniors	Seniors	Practicum Placements	Total Participants
1975-6	none	Pilot Group I		none	60 (35 actual)	50 (Pilot I) (52 actual)
1976-7	Program Orientation (entire class)	Pilot Group II	Pilot Group I		100 (63 actual)	350 (Freshmen) (267 actual) 140 (Pilot I & II) (132 actual)
1977-8	Program Orientation (entire class)	voluntary continuation	Pilot Group II		115 (60 actual)	350 (Freshmen) (207 actual) 200 (Sophomores) (42 actual) 110 (Pilot I & II) (82 actual)
1978-9	Program Orientation (entire class)	voluntary continuation		Pilot Group II	125 (74 actual)	350 (Freshmen) (108 actual) 350 (Soph. & Junior (77 actual) 60 (Pilot II) (32 actual)
1979-80	Program Orientation (entire class)	voluntary continuation			135	350 (Freshmen) 480 (Upperclassmen)

APPENDIX D

CHANGES IN WORKSHOP PROGRAM

STEP 1

DESIGNATED PROGRAM

FR
- CAREER EXPLORATION I
- OCCUPATIONAL INFORMATION

SO
- CAREER EXPLORATION II
- PRACTICUM PLANNING
- COMMUNICATION SKILLS I
- COMMUNICATION SKILLS II

JR
- LETTER WRITING
- INTERVIEW PRACTICE
- GRADUATE SCHOOL PLANNING

SR
- SENIOR PRE TERM
- RESUMÉ WRITING

STEP 2 COURSE SMORGASBORD	STEP 3 MODULES
CAREER EXPLORATION I OCCUPATIONAL INFORMATION CAREER EXPLORATION II	EXPLORATION AND DECISION-MAKING (ANYONE)
COMMUNICATION SKILLS I COMMUNICATION SKILLS II LETTER WRITING	BASIC COMMUNICATION SKILLS (SO)
INTERVIEW PRACTICE PRACTICUM PLANNING	PRACTICAL INTERVIEWING AND PRACTICUM PLANNING (SO & JR)
GRADUATE AND PROFESSIONAL SCHOOL PLANNING SENIOR SEQUENCE	BEYOND COLLEGE PLANNING (JR)
	SENIOR PRETERM

Module #1 EXPLORATION AND DECISION-MAKING

Students will meet twice each week in two-hour blocks of time for a total of 20 hours of classroom contact. In addition, assignments to research occupational information using computer guidance systems, occupational files, video tapes, and other materials will be required, resulting in approximately two additional hours of student activity. Brief handouts on interest assessment, decision-making, goal setting and skills assessment will be given to students as content in support of the workshop activities. Students will be asked to make an appointment with their advisors to review their materials and decisions. As a result of this module, students should be able to analyze their experiences, skills, needs, interests and values, and evaluate occupational alternatives in relation to these personal characteristics. They should also develop skills in using a wide variety of career planning tools and realize the importance of active career decision-making. Blocks to decision-making will also be reviewed, as will factors that affect decisions, including sex stereotyping. Pre and post workshop evaluations will be given to help students assess their new learning. A major portion of the student's Personal Profile will be completed during this module. This module should be taken by all students who are uncertain or dissatisfied with their career or educational choices.

Module #2 PRACTICAL INTERVIEWING AND PLANNING

Students will meet for seven two-hour sessions for a total of 14 hours in the classroom. In addition, four hours of laboratory practice time with video tape replay will be scheduled for students desiring to develop their interview techniques. Students will also be required to conduct two informational interviews using the Alma College Career Resource Network or sources of their choice. This would add approximately two to three additional hours of student activity. Developing a skeletal practicum proposal through these informational interviews will be a requirement of this module.

As a result of this module, students will have learned and practiced basic interview techniques. Keys to successful interviews will be discussed, sample interview topics will be viewed, and students will practice interviewing using actual employer materials. The skills developed will be utilized in arranging and carrying out informational interviews. Students will also learn how to identify possible practicum and work sites using an informational interview and develop a practicum proposal that is related to his/her interests, skills, and academic preparation. Students will have an opportunity to discuss previous practicums, learn how to arrange a practicum, and complete the necessary procedures for obtaining credit. Students must have an appropriately completed personal profile to participate in this module.

Module #3 BASIC COMMUNICATION SKILLS

Students will meet for eight two-hour sessions for a total of 16 hours in the classroom. In addition, students will have approximately four hours of scheduled laboratory time available to them to practice oral communication techniques. Students will also be required to search out sources of desired information, and compose, send and evaluate responses to inquiry letters. This should require approximately several additional hours of student inquiry activity.

Materials will be distributed to students that will serve as content for the classroom activities. This material will cover elements of effective oral and written communication, the process or oral communication, and communication and decision-making within groups.

Students will learn about feedback, non-verbal communication and clarification techniques using typical interview situations. They will also learn how to handle questions and take initiative in conversation. Group roles and styles of leadership are also reviewed and practiced. In addition, students will have an opportunity to evaluate their oral and written communication and develop plans to improve weak areas as needed.

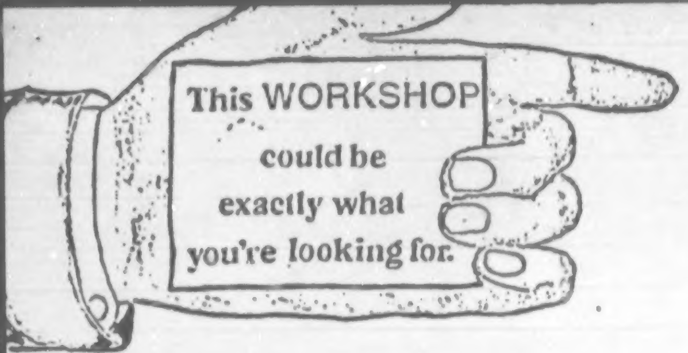
One form of communication, the inquiry letter, will be developed, and its effectiveness tested through an active request for information initiated by the student in an area of interest to his/her education program.

Pre and post evaluation tools will be administered to help students assess their new learning. Students must have an appropriately completed Personal Profile to participate in this module.

Module #4 BEYOND COLLEGE PLANNING

Students will meet twice each week in two hour blocks of time for a total of 16 hours of classroom contact. In addition, assignments will require use of the Career Information Center and the development of a resume. There will also be lab time to review graduate and professional school tests. These additional activities should require approximately six additional hours of time.

As a result of this module, students should get an early start on the application process for graduate and professional school or make an early determination of the needs of several potential employers. Through lectures, individual and group exercises the student will be helped to identify and clarify skills as well as assess areas needing further development. Students must have been actively participating in the Career Preparation Program in order to participate in this module.



This workshop is designed especially for you — the ALMA COLLEGE SENIOR.

It is an opportunity for you to receive practical help in planning and preparing for graduation. There will be lectures, practice sessions, small group and individual exercises.

Get a headstart on a very busy year by deciding you will seek early answers, make choices, and take advantage of placement office services.

JOIN YOUR FRIENDS AND RETURN EARLY TO CAMPUS ...

... AVOID GETTING INTO THE FRYING PAN!

Workshop
SCHEDULE

	FRIDAY	SATURDAY	SUNDAY
SENIORS	9:00 am *Expectations and Realities* --- A Practical Exercise	9:00 am *How does it look for the class of '78* Trends & Forecasts	9:00 am *Preparing for Senior Exams*
	10:15 am *What are your chances of being where you want to be after graduation?* The role of the Placement Office	10:15 am *Decisions... ...Decisions Decisions...* A look at Hall's Decision Choice Model	10:15 am *Self-confidence and the Interview*
	11:00 am *Lets look at it this way* An Examination of Richard Bolles' Three Boxes of Life		
	1:00 pm *Focus on Skills* Using Fine's Skills Analysis	1:00 pm *Choice not Chance* Resumes, letters, applications, and credentials	1:00 pm Project Evaluation
	2:30 pm *Myths about the Job Market and the Liberal Arts*	2:30 pm Project Work	2:30 pm *A Successful Senior Year or Disorientation Shock*

The Liberal Arts...

...a DEGREE of flexibility

Here are some examples of what last year's 60 participating seniors said about the workshop:

"If no workshop was offered I would have slid through the year."

"It made me face reality."

"A bit scary... but I know about 10 times more about the upcoming year than I did 3 days ago."

"It put everthing we should do into perspective."

"It helped to ease my anxiety."

"Keep it up. PLEASE!"

PRIMARY WORKSHOP OBJECTIVES

Help in understanding the complexities of the senior year

Provide knowledge of placement services and procedures

Help to identify and clarify skills

Discuss the importance of decision making

Present relevant advice on comprehensive exams

Disseminate information about the job market and graduate schools

Illustrate the correct form and use of resumes, letters, and credentials

Examine both traditional and new methods of job hunting

Demonstrate interview concepts and techniques

Reinforce the value of the liberal arts

Build self-confidence

Avert "*Disorientation Shock*"

WHEN

The workshop will be September 8, 9, and 10, 1978.

WHERE

All sessions will be held in the Heather Room. There will be coffee breaks and some socializing. Your only obligation is to attend the sessions at their scheduled times. There are no other activities planned for you.

ROOM AND BOARD

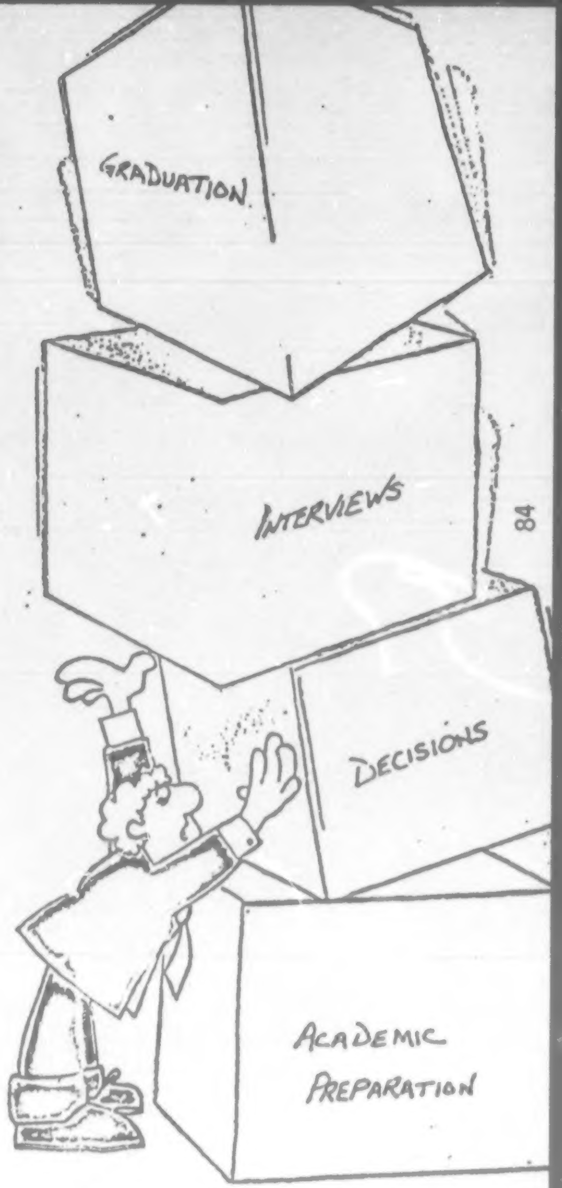
Your room for the upcoming school year will be available for you to move right into at no additional charge. You have the option to purchase tickets for the Saga meals you wish to eat—or you are on your own.

YOU SHOULD BE PREPARED TO organize and plan a strategy for your final year at Alma College.

THE SENIOR SEQUENCE WORKSHOP is open to the first fifty (50) seniors to return their registration cards.

ALMA COLLEGE

Placement Office
Swanson Academic Center, Alma, Michigan 48801
Phone 517-463-2141 Ext. 240



Senior SEQUENCE

SUMMARY PLANNING REPORT

ACCOMPLISHMENTS (REVIEW EACH ADVISING SESSION)

List here significant accomplishments in courses, work, leisure and campus activities, social groups, organizations, etc. Record to the right those skills demonstrated in these accomplishments.

SKILLS

ALTERNATIVE JOB TITLES POTENTIAL EMPLOYERS GRADUATE SCHOOLS

FACULTY AND STAFF REFERENCES

PEOPLE WHO CAN BEST EVALUATE YOU AND YOUR WORK

REFERENCES CONTACTED ___
RESUME COMPLETED ___
INTERVIEWS SCHEDULED ___
CREDENTIALS ESTABLISHED ___
APPLICATIONS MADE ___

INTERVIEWS

EMPLOYER/SCHOOL	DATE

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ADVISING GUIDE

ALMA COLLEGE

The aim and purpose of this guide is to assist you in developing effective academic/career planning with the assistance of your advisor and the staff and programs of the Advising, Counseling and Career Development Center.

The process of identifying and refining your personal, social and career goals and working out your academic program to insure they are met, requires concentrated planning and evaluation on your part. It will be important to 1) consider what you bring to Alma (strengths, interests, hopes, etc.); 2) review what Alma has to offer (programs, courses, activities, etc.); 3) set goals to be accomplished (plans); 4) evaluate your progress making changes in your plans as necessary.

You can benefit from the resources of the College, but in the last analysis, it will be your willingness to participate as an active and responsible agent that will make the difference.

In the academic and social/work world, you will be judged by your scholarship and your performance. You will need to acquire knowledge; the skills to utilize that knowledge; and skills that will assist you to function effectively in a variety of social/work/educational settings.

All of your life you will be faced with choices. Within our culture you have been involved in the career development process. From the time you first became aware of your environment, you were introduced to opportunities for work, styles of living, leisure activities, value perspectives, etc. In about the sixth grade, our school process causes us to become more aware of occupational choice and the relationship of education to those choices. In grade 10 you probably were asked to think about what you were going to do after high school. You chose college, and now you have another series of choices. The figure below represents this process.

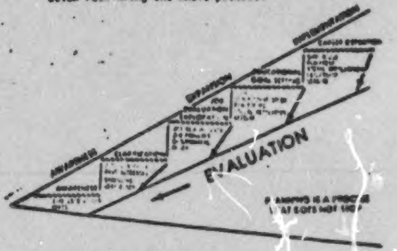
This guide, along with Alma's program, should help you take charge of those choices and direct other choices in the future.

It has been long understood that persons strive for both personal meaning and social belonging. As a college student, you will be tempted to immediately satisfy those needs by the opportunities at hand and forget about long term consequences.

Planful consideration of your career development at Alma can insure that you will find enjoyment in your life now while still considering outcomes and direction. Time management is only one such planning skill.

Planning is a process that does not stop.

Below is a graphical representation of the process. It is a process of clarifying knowledge about yourself and the world, learning how you can maximize what you want, trying it out and then through evaluation rethinking the whole process.

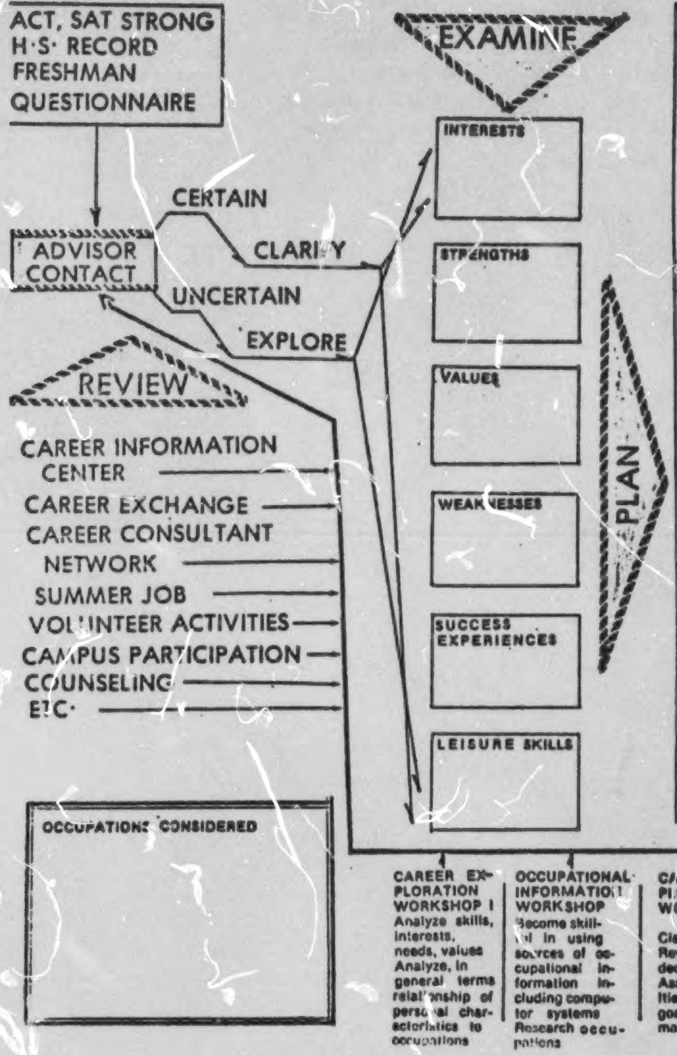


Your advising contacts and programs at Alma are designed so that you can develop social, leisure and leadership skills and interests. Your willingness to examine yourself, plan both development and exploratory activities, increase your knowledge of opportunities and be willing to plan and make adjustments will make the difference.

Growth in a chosen direction is enhanced by:
- a. the desired end having meaning for you.
- b. having some chance of getting there.
- c. being actively involved in choosing the end.
- d. the end being consistent with your emotions.
- e. receiving regular evaluation of your progress.

If you actively consider the Advising Guide with your advisor, it will greatly enhance your chances of optimizing your education at Alma College., i.e., making the best of a favorable situation.

1. EXAMINE YOUR PERSONAL CHARACTERISTICS AND DISCUSS THESE WITH YOUR ADVISOR, CONSIDERING OTHER INFORMATION HE/SHE MAY HAVE ABOUT YOU.
2. JOT DOWN IN PENCIL, IN THE SPACES PROVIDED, NOTES ABOUT YOURSELF.
3. RECORD TENTATIVE OCCUPATIONS YOU ARE CONSIDERING EACH YEAR.
4. EACH PLANNING PERIOD, RECORD YOUR ACADEMIC AND PERSONAL/SOCIAL GOALS.
5. DISCUSS YOUR OBJECTIVES WITH YOUR ADVISOR AND THEN RECORD THE WAYS YOU PLAN TO ACCOMPLISH THEM.
6. SCHEDULE AN EVALUATION SESSION WITH YOUR ADVISOR.
7. REVIEW AND CHANGE YOUR PLANS AS NEEDED.
8. USE AVAILABLE WORKSHOPS AND OTHER RESOURCES TO ASSIST YOU.


ACT, SAT STRONG
H·S· RECORD
FRESHMAN
QUESTIONNAIRE
ADVISOR CONTACT
CERTAIN
CLARIFY
UNCERTAIN
EXPLORE
REVIEW
CAREER INFORMATION CENTER
CAREER EXCHANGE
CAREER CONSULTANT NETWORK
SUMMER JOB
VOLUNTEER ACTIVITIES
CAMPUS PARTICIPATION
COUNSELING
ETC·
EXAMINE
INTERESTS
STRENGTHS
VALUES
WEAKNESSES
SUCCESS EXPERIENCES
LEISURE SKILLS
PLAN
OCCUPATIONS CONSIDERED

STAPLE SKILLS ASSESSMENT AND PROGRESS RECORD HERE

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
	Plan and evaluate your progress with your advisor Select several fields to explore and explore them using the Career Information Center Participate in at least one campus organization Try out interest areas in courses and campus activities Select courses that will build needed skill areas Develop study skills	Select a major area of study (Major, P.O.E.) Begin to consider possible practicums Be involved in at least one campus group Obtain detailed information on at least four occupations Possibly arrange spring practicum Review general skill development Review strengths in communication	Survey possible employers and/or graduate and professional schools Develop interview skills Plan for professional school tests Consider off campus programs Review progress toward academic and occupational goals Consider practicum for one term Begin to consider independent study Review progress on college requirements	Complete college requirements Continue to develop strengths Consider independent study Identify and apply to appropriate graduate schools Identify employers, send inquiry letter — arrange interviews on campus Develop resume and credentials Conduct interviews Make personal plans — insurance, domicile, transporta-
OBJECTIVES/GOALS				
FALL				
WINTER				
SPRING				
CAREER PREPARATION PLAN				
PREPARATION (COURSES, ACTIVITIES, WORK, ETC·)				
FALL				
WINTER				
SPRING				
evaluation				

CAREER EXPLORATION WORKSHOP I Analyze skills, interests, needs, values Analyze, in general terms relationship of personal characteristics to occupations

OCCUPATIONAL INFORMATION WORKSHOP Become skillful in using sources of occupational information including computer systems Research occupations

CAREER EXPLORATION WORKSHOP II Clarify values Review career decisions Assign priorities, Plan goals, Decision making

COMMUNICATION WORKSHOP I One and two way communication Listening, Feedback non-verbal communication Group communication, Leadership skills

PRACTICUM PLANNING WORKSHOP Plan a practicum, Review past practicums, Locate possible sites Consider site visit, Registration process

COMMUNICATION WORKSHOP II Practice and evaluate written and oral communication Opportunity for video-tape feedback of oral presentation

INTERVIEW PRACTICE WORKSHOP Typical interview described and reviewed, Keys to success reviewed and practiced, Video-tape use

LETTER WRITING WORKSHOP Write exploratory letters to determine information about careers Select three occupations to do a market survey

GRADUATE SCHOOL PLANNING Required tests Application process Practice tests Locating school Financial aid Interviews

SENIOR SEQUENCE Clarify skills Use job information, Develop resume, Establish credentials Interview rehearsal, Graduation readiness

APPENDIX H

PLANNING, ACTIVITIES & SKILLS SURVEY

This survey is designed to be the first step in your college education - self-assessment. As such, it will help you examine your progress toward making educational and career decisions, and give you an opportunity to evaluate your achievements in a number of general skill areas. There are no right or wrong answers. The survey is designed to help you review your personal accomplishments and needs, so that you can effectively plan to utilize college resources. You and your advisor will be able to use this information in deciding on courses, and participation in other college programs.

You should have been given a survey, an answer sheet, a No. 2 pencil, and a card with your name and student number on it. If you are missing any of these raise your hand, and a proctor will help you.

Please follow these instructions carefully:

1. Write your student number in the first four columns of the section headed "student number" and fill in the appropriate oval below each number.

2. Print your last name, leave a space and then print your first name in the "name" section, but do NOT fill in the ovals below.

3. Turn the sheet around and find the place to put the answer to question number one, and begin filling in the appropriate oval for each question.

4. When you have finished the survey, complete the "Advisor Information" sheet and raise your hand. A proctor will collect your materials.

PLANNING, ACTIVITIES & SKILLS SURVEY

ASSESSMENT OF CAREER DECISION-MAKING (Form B)

This questionnaire is designed to help college students assess their degree of progress toward making and carrying out decisions affecting their career. It is a way of finding out where a person is in his or her career planning, and what a person's present attitudes, feeling, needs, or concerns are. This information will help you determine what kinds of help you may need in your career exploration and career planning activities. Your advisor will be given the results so that the two of you can discuss them at your first advising session.

Since this is the purpose, there are no right or wrong answers to the statements. On your answer sheet mark A (Agree) or D (Disagree) for each statement, depending on whether or not it applies to you; that is, something you could or would say about yourself.

There are two separate parts to this questionnaire: Part I has to do with your decision to go to college, and Part II assesses your decision or plans about your occupation. Treat each part separately; that is, don't worry about being consistent from one part to another, since each part assesses a different decision-making task: college and occupation.

PART I DECISION-MAKING: COLLEGE

This part has two sections. For Section A, My Decision to Go to College, think back to before you came to college and how you made your decision, as you remember it or think about it now.

A = Agree
D = Disagree

Section A My Decision to Go to College

1. I came to college because my parents expected me to.
2. I decided to go to college when I realized that the careers I was interested in required college degrees.
3. I made my decision to go to college pretty much on the spur of the moment, without thinking much about it.
4. My high school teachers kept encouraging me to go to college.
5. Before coming to college, I studied the college catalogues carefully.
6. My reasons for going to college weren't very clear.
7. I really didn't have much choice; going to college was just the thing to do in my high school.
8. My friends who were going to college had a lot to do with my decision to go.
9. I talked with my guidance counselor (or teachers) in high school about going to college.
10. When I decided to go to college, I just listened to my feeling; it was what I wanted to do.
11. I came to college because I felt that having a college degree was important in order to be accepted.
12. Getting good grades in high school was important to me because it would increase my chances of getting to go to college.
13. Before deciding to go to college, I carefully considered other alternatives.
14. When I made up my mind to go to college, it just felt right inside.
15. Before deciding to go to college, I visited the campus to find out more about it.
16. When I was in high school, I can remember daydreaming about how great it would be to be a college student.
17. My decision to go to college was pretty much an intuitive one, not carefully planned out.
18. I came to college to please other people, not because I really wanted to.
19. I chose my electives in high school on the basis of what would help me most in college.
20. Everybody in my family went to college; I just never questioned it.
21. I don't think I had a reason for going to college; I just did it.

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PART II DECISION-MAKING TASK: OCCUPATION

Where I am Heading After College

22. What I used to think I wanted to become doesn't seem practical anymore.
23. Almost any career seems appealing to me.
24. I think I'll be happy with the career I have chosen.
25. I wonder what kind of job I'll be able to get in my field.
26. My attitudes and outlook are becoming more like the people I know in my field.
27. I need to plan ahead for the future.
28. I want a career that will give me the kinds of rewards I need.
29. I'm trying to decide between two or three possible careers.
30. My plans for the future are too indefinite.
31. I'm pretty certain about the occupation I will enter.
32. The occupation I have chosen will affect the kinds of friends I will have in the future.
33. I'm tired of waiting to begin work in my field.
34. I want to know what field of work I'm best suited for.
35. There are several careers which I have already decided against.
36. I don't know what I really want out of life.
37. I hope I can find a job in my field after I graduate.
38. I'm a lot happier now that my future career is clear to me.
39. I won't let anything get in the way of my reaching my goal.
40. I don't have enough experience for a job in my field.
41. I need information about occupations.
42. The more I learn about things in my field, the more involved I become.
43. I need to find out what jobs are available in my field.
44. I've decided on the field I am going into.
45. I'm interested in too many fields.
46. I've become more realistic in my thinking about possible careers.
47. I've changed my mind about what I wanted to become, now that I've learned more about the field.
48. I hope the people in my field will accept me.
49. I'm more certain of the fields I don't want than what I do want.
50. I need to decide on an occupation.
51. I know what's important to me, but I don't know what kind of career would meet most of my needs.
52. It's hard to know what to look for in a career.
53. I need to start thinking about job interviews.
54. The career I have chosen fits in with my personality.
55. I wonder if I will be successful in life.
56. I need to know more about the training required for some of the occupations I am considering.
57. I will probably have to move away from here to get a job in my field.

58. I expect to go a long way in my field.

59. I don't know if I have the right kind of personality for the work I am considering.

60. I don't know how to look for a job in my field.

61. I feel I can overcome any obstacles in the way of my goal.

62. I can't decide on a career because my interests keep changing.

63. The people in my field have certain expectations of me.

64. I want to be trained for a specific job.

65. It's unlikely that I will change my mind about my career plans.

66. I don't know how to go about deciding on a career.

67. There are not many job opportunities in the field that I really like.

68. I'm looking forward to getting out of school and getting started in my career.

69. I think I'm ready to choose a specialty within my chosen field.

ACTIVITY RATING

For the following 20 questions please quickly estimate how many times you have done each of the following. Use this scale

A. 0 times B. 1 to 3 times C. 4 to 9 times D. 10 to 15 times E. 16 or more times

How often have you......

70. Studied very late the night before an exam.

71. Written a letter asking for career information.

72. Organized a party or other structured social occasion on your own.

73. Given an optional oral presentation (in class, or to some other group).

74. Participated in a workshop or other group session designed to teach career decision-making, or other career planning skills.

75. Done an optional written project (term paper, experiment, report, etc.).

76. Made something - either artistic or practical, or learned a new piece of music - when this was not required for a class.

77. Had a work experience (for pay or not) related to your general career interests.

78. Put off a decision until circumstances made the choice for you.

79. Prepared and submitted a resume as a part of applying for a placement (job, school, volunteer).

80. Read more than the required material.

81. Taken part in an interview for a placement related to your general career interests.

82. Written a letter explaining your qualifications for a placement.

83. Participated in a new (to you) activity just to see how you would do.

84. Been elected officer of an organization, class or club.

85. Made an important personal decision by carefully considering - all of your needs, the full range of possible alternatives and their consequences, all the relevant information (from books or people) that you could find - before carrying out the best alternative.

86. Initiated a conversation with a student your own age.

87. Used sources of occupational information such as computer career guidance systems, the Occupational Outlook handbook and other printed materials.

88. Sought out individuals working in an occupation that interests you, and asked them about their work.

89. Identified an actual job that matches your needs, interests, and values.

SKILLS INVENTORY

As a unique individual, you have strengths in some areas and weaknesses in others. We hope you plan to use your education at Alma to build on your strengths and eliminate some of your weaknesses. To help you do this, your advisor needs to know where you feel strong, and where you feel you need to do some work. You will be developing some very specific skills while you are here and also some more general life skills. This part of the questionnaire is an experimental tool to help you evaluate your progress in these general areas.

Therefore, as you complete this Skills Inventory be as accurate as possible. Try not to either over or underestimate yourself. Your answers will be provided to your advisor and you may use them as you discuss your plans for fall.

Do not worry if many of the skills listed seem unfamiliar or complicated. You will be developing new skills throughout your life. This is just one way to help you begin deciding how to direct your energies.

Mark the appropriate letter on your answer sheet

A. Strength - I have developed this skill to the point where I feel I could teach it to others.

B. Satisfactory - I can use this skill at a satisfactory level.

C. Developing - I have not yet developed this skill to a satisfactory level.

D. Aware - I am aware that this is an appropriate skill for college students to develop, but I have not yet begun to develop it.

E. Unfamiliar - I am unfamiliar with this skill, and so I can not say what my skill level is.
or
I don't feel it is necessary for me to develop this skill.

90. Etiquette and social grace: Knowledge of the social behavior, manners, and ceremonies established by convention as acceptable in society or in a profession, and the ability to follow these rules.

91. Philosophy of Life: Be able to confront basic questions about the meaning and purpose of life in a disciplined fashion, and thereby continually recreate a personal framework for living in our world.

92. Visualization: The ability to comprehend spatial patterns in two or three dimensions and to mentally manipulate or to transform them into other spatial patterns; the ability to visualize objects of two or three dimensions; to think visually of geometric forms.

93. Self-confidence: Having an on-going appreciation of one's worth as a unique individual no matter what others may think or how one behaves.

94. Self-actualization: Being able to develop personal growth goals that are motivating; pursuing those goals with commitment including a willingness to take risks.

95. Health: Being able to maintain physical health including fitness and a balance between work and recreation.

96. Inductive reasoning: The ability to take specific sets of information and to generate or conceive of general concepts which give structure and meaning to the information; that is, finding a general concept, principle, rule, or hypothesis to explain a set of specific instances.

97. Ideational fluency: The ability to rapidly produce ideas about a given topic where quantity rather than quality of ideas is stressed (for example, producing as many ideas as possible about a given topic in five minutes).

98. Organize information: Sort objects; sort data; rate; rank; develop classifications.

99. Grammar: The ability to deal with forms and structures of words and their customary arrangement in phrases and sentences.

100. Selective attention: The ability to perform a task in the presence of distracting stimulation or under monotonous conditions without significant loss in efficiency.

101. Expressional fluency: The ability to rapidly put ideas into words, especially in oral or written connected discourse.

102. Deductive reasoning: The ability to take given premises and reason to their necessary conclusion.

103. Cultural perspective: Understand and appreciate the development of own culture including poetry, art, literature, dance, theatre, architecture, rhetoric, the "classics", etc.

104. Scientific method: Design an experiment which demonstrates a scientific principle.

105. Speaking: Fluently express an idea or message using appropriate pronunciation, word choice and enunciation for a variety of audiences.

106. Descriptive statistics: Skill in using means, medians, and standard deviations in describing samples or populations.

107. Basic Writing: Ability to write phrases, use appropriate punctuation, construct simple sentences, organize sentences into paragraphs; write personal and business letters; paraphrase written material.

108. Dealing with social situations: Skill in perceiving social situations correctly and reacting appropriately.

109. Arithmetic computation: Skill in carrying out basic arithmetic and algebraic manipulations with or without a calculator or computer.

110. Originality: The ability to produce responses or ideas which are either clever or uncommon.

111. One to one conversation: Ability to participate in elementary social conversation, and task focused conversation and to express one's own point of view persuasively.

112. Occupational alternatives: Applying knowledge about oneself to information about jobs and employers in order to locate a variety of positions that match one's characteristics.

113. Skills assessment: Ability to identify, describe, and evaluate one's own skills through analysis of one's experiences.

114. Listening: Attend to the speaker's words, gestures, expressions and organize these so as to produce an accurate representation of the speaker's message in notes or memory.

115. Aesthetic judgement: The ability to make judgments concerning the compositional organization of art objects on the basis of variations in unity, proportion, form, color, and design.

116. Style and grooming: Knowledge and skill in proper attire and grooming for a variety of occasions.

117. Tolerance: Relate well to people with diverse backgrounds; understand and appreciate different world views and life styles.

118. Self-awareness: Ability to identify, describe and determine the relative importance of one's needs, values, interests and weaknesses.

119. Mechanical systems: A knowledge of elementary mechanical and physical principles and mechanical components, and skill in applying these to tasks.

120 Spelling: The ability to use letters properly to form words. Spelling also includes the ability to distinguish between correctly spelled and misspelled words.

121. Technical reading: The ability to read forms, notes, letters, memos, charts and tables, and manuals of a technical nature.

122. Implementing plans: Initiating, guiding and evaluating a strategy to implement a solution; monitoring results against standards of quality, quantity and completion time; modifying plans as necessary.

123. Value Clarification: Know means of examining values (e.g. scientific, aesthetic, social, moral, and artistic) and have a clear understanding of one's own values and their relation to life decisions.

124. Long term memory: Ability to learn and store pertinent information and selectively to retrieve or recall, much later in time, that which is relevant to a specific context.

125. Oral presentations: Ability to give a well-prepared, persuasive, factual presentation while listening and responding to the audience in a variety of situations.

126. Assertive self-expression: Open, appropriate, direct expression of one's needs, wants, opinions and preferences without violating the rights of others.

127. Reading for meaning: Ability to read textbooks rapidly for literal, interpretive, and evaluative comprehension and retention.

128. Supervisory Communication: Give directions; describe expectations; give praise; give discipline.

129. Artistic Expression: Produce an expression of a feeling or idea in an art form such as music, dance, photography, poetry, fiction, sculpture, painting.

130. Generating alternatives: Produce a wide-range of solutions for the problem at hand including novel and original alternatives.

131. Social analysis: Knowledge of - economic theories, the varieties of political organization, the determinants of group behavior, and history, and the use of this knowledge in analyzing social problems and evaluating solutions.

132. Graphic communication: Ability to design layouts, drawings, charts and tables, using scaling and measuring techniques, labels and dimensions and basic geometric principles to communicate ideas or summarize information.

133. Crisis management: Ability to handle personal loss, disappointment, stress and pressure, failure, etc. through self-control techniques, rational thinking, appropriate self-expression, and seeking help.

134. Materials: Knowledge of the characteristics, properties, and uses of common materials, such as wood, metals, and plastics.

135. Instructional communication: Give instruction by using lectures, audio-visual aids, demonstrations, and by leading group discussions.

136. Sensitivity to problems: The ability to recognize or identify the existence of problems in personal, social, scientific and work areas.

137. Computer: Understand the fundamental uses of computers; use pre-packaged computer programs, and write an elementary program.

138. Planning: Organize known facts and estimates of human and material resources into a strategy to implement the chosen solution to a problem.

139. Aesthetic analysis: Be able to describe aesthetic values as they appear in major styles of art forms by applying accepted techniques of analysis.

140. Adaptability: Ability to relate skills developed in one environment (such as school) to the requirements of another environment.

141. Leadership: Ability to motivate others, gain acceptance, build rapport, cultivate cooperation, delegate tasks, instill confidence, build work teams.

142. Interview/counsel communication: Ability to ask and answer probing or open-ended questions, to confront others with discrepancies in their answers or behavior; to take part in a job interview.

143. Words: Know plurals, prefixes, suffixes, root words; contractions, abbreviations, and meanings; be able to use dictionary, synonyms, antonyms, homonyms, and context.

144. Decision making: Gather information and weigh costs and rewards of alternative solutions to a problem, and choose the best course of action in terms of relevant criteria.

145. Differentiation: Ability to define and assert one's level of responsibility for problem solution/decision making; for example, to refuse to solve problems beyond one's ability or interest.

146. Advanced writing: Ability to organize paragraphs into connected discourse to form essays, speeches, memos, information reports, recommendation reports, or technical reports.

147. Defining problems: Assessing the full range of needs, weighting the importance of these needs and describing a goal state in which the needs would be met in the order of their importance.

148. Library: Locate basic reference materials and use them to identify sources of information with accuracy and completeness.

149. Managing one's own time and other resources: Make and keep a schedule, accomodate multiple demands, set goals and priorities; assess needs, coordinate your own actions, carry out a long-term project.

ADVISOR INFORMATION

When you have completed the rest of the survey, please fill out this form. This will go directly to your advisor, so please print your answers carefully.

Name ____

Have you made a choice of major? (Circle one) Yes No

Have you made a choice of occupation? (Circle one) Yes No

You are NOT expected to have chosen your major or occupation yet, but IF you did have to choose right now.......

What would be your tentative choice of major? ____________________

How certain are you of this choice? (circle one number)

1 2 3 4 5 6 7 8 9

Uncertain Certain

How satisfied are you with this choice?

1 2 3 4 5 6 7 8 9

Dissatisfied Satisfied

What would be your tentative choice of occupation? ____________________

How certain are you of this choice? (circle one number)

1 2 3 4 5 6 7 8 9

Uncertain Certain

How satisfied are you with this choice?

1 2 3 4 5 6 7 8 9

Dissatisfied Satisfied

For what employer might you work? (try to be specific)

____

What might be your job title if you worked for this employer in this occupation? (try to be specific)

____

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SAMPLE = SINGLE F
 :         :         :         :         :         :         :         :         :
1:         :         :         :         :         :         :         :         :
 :         :         :         :         :         :         :         :         :
2:         :         :         :         :         :         :         :         :
 :-C-      : -C- -S- :         :         :         :         :         :         :
3:    -S-  :         : -C-     : -C-     : -C- -S- :         :     -S- : -C- -S-:
 :         :         :     -S- :     -S- :         : -C-     : -C-     :         :
4:         :         :         :         :         :     -S- :         :         :
 :         :         :         :         :         :         :         :         :
5:---------:---------:---------:---------:---------:---------:---------:---------:
 SURVIVAL  PROBLEM   WRITTEN   ORAL      SOCIAL    AESTHETIC SCI       PERSONAL
           SOLVING   COMM      COMM                          QUAN

                               *
STUDENT SURVIVAL SKILLS: = 3.2    CLASS AVERAGE = 2.8
    AVERAGE OF 9 SKILLS RATINGS = 2.8
    DECISION MAKING STYLE:  AVERAGE OF 21 WEIGHTED ACDM STATEMENTS = 3.6
    ACTIVITY RATINGS: AVERAGE OF 3 = 4.3


PROBLEM SOLVING / DECISION MAKING SKILLS = 2.9    CLASS AVERAGE = 2.8
    AVERAGE OF 10 SKILLS = 2.8
    DECISION MAKING STYLE:  AVERAGE OF 21 WEIGHTED ACDM STATEMENTS = 3.6
    STAGE IN CAREER DECISION MAKING:
        AVERAGE OF 48 WEIGHTED ACDM SCORES = 2.1
    ACTIVITY RATING: AVERAGE OF 7 = 4.3


WRITTEN COMMUNICATION SKILLS: = 3.7    CLASS AVERAGE = 3.3
    AVERAGE OF 9 SKILLS RATINGS = 2.8
    ACTIVITY RATINGS: AVERAGE OF 6 = 4.7


ORAL COMMUNICATION SKILLS: = 3.5    CLASS AVERAGE = 3.4
    AVERAGE OF 8 SKILLS RATINGS = 3.0
    ACTIVITY RATINGS:  AVERAGE OF 6 = 4.0


SOCIAL SKILLS: = 3.2    CLASS AVERAGE = 3.0
    AVERAGE OF 5 SKILLS RATINGS = 2.8
    ACTIVITY RATINGS:  AVERAGE OF 4 = 3.5


AESTHETIC SKILLS: = 4.3    CLASS AVERAGE = 3.9
    AVERAGE OF 5 SKILLS RATINGS = 4.0
    ACTIVITY RATINGS; AVERAGE OF 2 = 4.5


SCIENTIFIC / QUANTITATIVE SKILLS: = 3.4    CLASS AVERAGE = 3.5
    AVERAGE OF 7 SKILLS RATINGS = 2.7
    ACTIVITY RATINGS; AVERAGE OF 5 = 4.0


PERSONAL SKILLS = 3.4    CLASS AVERAGE = 3.1
    AVERAGE OF 7 SKILLS RATINGS = 2.7
    ACTIVITY RATINGS; AVERAGE OF 3 = 4.0

*
 THE RATING SCALE FOR SKILLS IS ON PAGE 2.
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ATTENTION an EQUAL OPPORTUNITY

APPENDIX I

To Aid College Grads

FALL CAREER PREPARATION COORDINATORS MEETING
(CONFERENCE CENTER)

Monday, August 28, 1978

9:00 a.m.	Meeting for first-time CPC's. (Others may attend if they like.) - Developing skills with current program materials (Strong, Career Information Center, Workshops).
12:00 Noon	Lunch, Faculty Dining Room
1:00 p.m.	(All Career Preparation Coordinators) - Review and discussion of original program goals. - Review and discussion of original program commitments. - Status of program and looking toward the end of the experimental period.
3:00 p.m.	Break
3:15 p.m.	Consideration of recommendations of past CPC meetings - A review and discussion of current materials, programs, procedures and opportunities to meet program goals. - Introduction to Skills Inventory.
5:00 p.m.	Happy Hour

Tuesday, August 29, 1978

9:00 a.m.	A review, discussion, and consideration of past and possible faculty and student activities.
10:30 a.m.	Break
10:45 a.m.	Consideration of the Advising Guide as a tool to help students take initiative for their planning and to emphasize the strengths of a liberal arts education.
12:00 Noon	Lunch, Faculty Dining Room
1:00 p.m.	Group A - Using the Advising Guide in advising--consideration of one student and an opportunity to interview her. Group B - Expanded resources--a treasure hunt in the Career Information Center including use of computer.
2:45 p.m.	Break
3:00 p.m.	Reverse Groups
5:00 p.m.	Happy Hour
7:30 p.m.	Open-ended discussion. - What is career planning? - What is career? - Where does occupational planning fit into the liberal arts? - Are we doing all that we can to strengthen the liberal arts impact on the individual and the culture in which he/she lives?

Wednesday, August 30, 1978

9:00 a.m.	What area needs might be addressed by the programs and talents at Alma College. What resources in the area could be available for students and faculty in developing their programs. - Local guests and Dean Agria.
10:30 a.m.	Break
10:45 a.m.	Preliminary planning for Spring Conference/Workshop: Liberal Arts Education and Work--What Are the Challenges and the Benefits? (or another approach you would like to see).
12:00 Noon	Lunch, Faculty Dining Room
	Afternoon is available for faculty members to travel to a professional work site or to use the time to explore and arrange a visit for another time. Travel funds are available through usual reimbursement procedures.

stay clear of the 'boxed-in' career.

APPENDIX J

FALL WORKSHOP GUEST PROFESSIONALS

Gratiot County Agricultural Agent

Alma City Manager

Gratiot County Historical Society Director

Associate Principle for Career and Vocational Education, Mt. Pleasant Schools

Personnel Manager, Alma Products Company

Manager of Information Systems, Total Petroleum

Physician - Director of Hemo-dialysis unit at Gratiot Community Hospital

Coordinator of Public Cable TV to develop local public access programming

Lab Supervisor at Total Petroleum

District Court Judge

OIW

LET'S GO EXPLORING

This exercise is designed to familiarize you with a variety of sources of occupational information. Your Workshop Leader will assign you to one of three groups, A, B, or C. You are to follow the sequence of tasks specified for your group. Each set of tasks is to take 20 minutes. Your leader will tell you where you will find the resources in each set. A follow 1,2,3; B follow 1,2,3; C follow 1,2,3.

Set 1 (ACCD Office Area)

1. Get a student number and enter SIGI __________
2. Determine one current job opening through B.E.S. microfiche and list it here. __________
3. Find the microfiche location of a job you are interested in on the MOIS microfiche system and list it here. __________
4. Select a videotape of interest, insert it, and listen to one minute of the tape. __________
5. Write the names of two alumni in the NETWORK who you would like to contact for information. __________ __________

Set 2 (Career Information Center)

1. Locate two possible graduate schools in your area of interest using the Peterson's Guide and note them here. __________ and __________
2. Find the name of a Graduate Dean in a graduate school catalog and list it here. __________
3. Find an annual report of a Michigan employer and list it here. __________
4. Count the number of pieces of information in the DOT file of the occupation in which you are interested. Put the number here. __________
5. Find a school district that has usually employed Alma graduates and determine the person to contact. Place name here. __________
6. Given the Kellogg Company brochures and annual report, and given your characteristics--what kind of job could you find for yourself at Kellogg? __________

Set 3 (Workshop Room)

1. Find a place in the Federal government where you might find employment for one of your occupational choices and list it here.
   Occupation: __________ Agency: __________
2. Using the College Placement Annual, find two companies in Michigan in an area of your interest and note them here. __________
3. What is the average salary for your primary choice of an occupation as indicated in the Occupational Outlook Handbook? __________
4. What do the job prospects look like according to the Michigan Job Briefs for an occupation of interest to you. Occupation __________
   Outlook: __________
   ____
   ____

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5. Who manufactures paint in Michigan? __________

APPENDIX L

WORKSHOP EVALUATION

Please rate the following objectives to the extent that they were realized for you:

1 = not achieved
2 = minimally achieved
3 = partially achieved
4 = achieved
5 = went beyond

	Circle one				
1. Increased familiarization with career development and career decision making.	1	2	3	4	5
2. Introduced to assessment tools used in Career Preparation Program	1	2	3	4	5
3. Understand elements of Career Preparation Program.	1	2	3	4	5
4. Know the nature of and activities of student workshops	1	2	3	4	5
5. Developed ability to use at least two career information resources.	1	2	3	4	5
6. Introduced to broad range of career information resources.	1	2	3	4	5
7. Given opportunity to discuss and react to the program.	1	2	3	4	5
8. Understand current effectiveness of activities of Career Preparation Program.	1	2	3	4	5
9. Improved advising skills.	1	2	3	4	5
10. Increased understanding of relationship of career planning to strengthening liberal arts.	1	2	3	4	5

COMMENTS: (activities that stand out, recommendations, reactions)

APPENDIX M

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT FOR CPP

OBJECTIVE	ACTIVITY	FORMATIVE EVALUATION	OUTCOME Sept. 1977-May 1979
STUDENTS Exhibit initiative in job exploration and selection	Complete Career Exploration Guide using Career Information Center	Number of visits to Career Information Center	In a twenty-month period, more than 5208 visits have been made to the Career Information Center
	Participate in Practicum Workshop with students who had a practicum Arrange applications and practicums	Number of students in Practicum Workshops Number of students who arranged practicums	One hundred nine students participated in the Practicum Planning Workshop One hundred thirty-four practicums have been arranged
	Arrange interviews Participate in campus interviews Prepare resume Submit applications and cover letter Take qualifying tests	Number of interviews Number of letters and applications Number of job offers or professional school acceptances	95% of graduates in school or jobs 6 months after graduation Pilot group arranged more interviews, made more phone calls and visits to prospective employers Resumes of pilots judged better than controls by qualified raters 1065 individual placement interviews for seniors in Classes of '78 and '79
	Participate in Letter Writing Workshop	Number of participants, letters written and number responses	Thirty-two students have attended the workshop Each has written at lease one letter
	Accompany a faculty member on a site visit	Number of visits	101 visits have been made by faculty. Six of the visits included students
	Make a site visit	Number of visits	Five students have visited practicum sites under financial sponsorship by the College All students must contact potential practicum supervisor prior to having their practicum approved and thus students have made site visits even though it may not be under program sponsorship

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

OBJECTIVE	ACTIVITY	FORMATIVE EVALUATION	OUTCOME Sept. 1977-May 1979
Obtain practical experience and develop entry level work skills in at least one work role	Participate in practicum	Number of students who have a practicum	One hundred thirty-four students have arranged for practicums
	Incorporation of work oriented issues in classroom	Survey of students and faculty	No formal survey was conducted during this period. The increase in number practicums, the use of consultants in the classroom, and the addition of an industrial chemistry course to the course offering would indicate this objective is being met.
	Plan and obtain summer job that relates to career plans	Attendance at summer work planning sessions Survey of student participants regarding usefulness of summer job	Forty-one students attended summer work planning sessions. No follow-up was conducted.
Become aware of how personal skills and characteristics may be applied to various job opportunities	Strong Campbell Interest Inventory	Number administered Judged helpfulness	All students entering College in Fall of 77 and 78 were given the SCII. Faculty members received the student's profile for the advising session.
	Participate in activities of Career Exploration Workshop I	Number of Personal Profiles completed	The 389 students who participated in CEWI have begun their personal profiles.
	Visits to Career Information Center	Number of visits	5208 visits during this reporting period.

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

OBJECTIVE	ACTIVITY	FORMATIVE EVALUATION	OUTCOME Sept. 1977-May 1979
Become aware of how personal skills and characteristics may be applied to various job opportunities, cont'd.	Attend Career Conventions	Number who attended	Career Conventions were dropped as an effective format. Approximately 160 students participated in the law, public service and social services convention. Another 38 participated in two career exchanges.
	Attend Occupational Information Workshop	Number who attended and completed a Career Exploration Guide	225 students attended the Occupational Information Workshop and completed a Career Exploration Guide.
	Job Performance Requirements Analysis exercise of Career Exploration Workshop II	Number of participants who complete a Job Performance Requirements Analysis (JPRA) for one job of interest	This exercise was dropped as not effective
FACULTY Gain greater knowledge concerning application of their disciplines	Professional site visits	Number of site visits	101
	Professional consultants in the classroom	Number of professional consultants	37
	Practicum student evaluation	Number of practicums supervised	134
	Attend Career Convention	Number attending	Faculty members of the Departments of sociology, political science and history arranged the conventions in Public Service, Social Service and Law.
	Participate in Faculty Career Preparation Workshops	Number attending who show gain on pre and post evaluation	41 attended workshops. No evaluation was made. All faculty now participate in career planning with students.

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

OBJECTIVE	ACTIVITY	FORMATIVE EVALUATION	OUTCOME Sept 1977-May 1979
Establish working relationship with colleagues in industry, government, private enterprises, and other sources of potential employment for students	Professional site visit	Number of site visits	101
	Professional consultants in the classroom	Number of professional consultants	37
	Cooperative exploration activities with Chambers of Commerce	Number of trips made and number of faculty participants	This was not an effective means to arrange visits for our faculty members.
	Faculty accompany Practicum Coordinator to employment sites	Number of such trips made	6
	Meet with alumni who participate in Career Conventions	Number of faculty who do meet	25
Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs	Provide faculty with "Career and Education Excerpts" Newsletter monthly	Survey faculty about usefulness of Newsletter	No survey during this report period. See previous report for response. Staff members now receive the newsletter as well.
	Provide faculty with video cassettes on careers and career planning for classroom use	Survey students about presence of career relevant materials and issues in classrooms, including video tapes	Survey yet to be administered.

SUMMARY OF OBJECTIVES AND OUTCOMES FOR PRACTICUM COMPONENT OF CPP, cont'd

OBJECTIVE	ACTIVITY	FORMATIVE EVALUATION	OUTCOME Sept. 1977-May 1979
Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs, cont'd	Provide faculty with results of letter writing program related to skills needed in jobs	Survey faculty to extent and type of career relevant activities in the classroom	Feedback system from Letter Writing Workshop is not operational. Activity by faculty members has increased since last report. See previous report for formal evaluation.
	All of the activities for Objectives 1 & 4		
Increase their utilization of classroom consultant from the world of work	Invite consultants to the classroom	Number of such invitations by faculty	37
	Incorporate Career Convention alumni into classroom	Number of faculty including alumni activities	11
Encourage alumni to help students in career planning	Submit names of alumni to Career Preparation Program staff for invitation to Career Conventions	Number of faculty who have made recommendations	Four faculty made such recommendations and 7 alumni were utilized. (The Career Convention was dropped as a format.)
	Invite alumni back to participate in class activities	Number of faculty who extend such invitations and number of alumni	Five faculty members have initiated such requests and 14 alumni have been utilized.

APPENDIX N

If you would be willing to help the Alma College Career Preparation Program as an Alumni Career Consultant, please complete this form. The preferences you indicate on this form will be carefully observed.

TYPE OF ASSISTANCE:

Please check all that apply:

I am willing to

- ____ participate in a career program at Alma College on a ____weekday, ____weekend, ____week night
- ____ speak to groups of students at a location near my home
- ____ discuss my occupation with individual students at a prearranged time
- ____ have a student visit me at my place of work at a prearranged time
- ____ talk to students on the telephone
- ____ have a faculty member visit me at my place of work
- ____ participate in classroom academic seminars on subjects related to my occupation
- ____ discuss proper job search techniques with a student, possibly conducting a practice job interview
- ____ work with a student and faculty member in arranging a practicum
- ____ work with the Director of Placement to develop employment opportunities for Alma graduates
- ____ contact other alumni to request their participation in career development activities
- ____ Other, please specify____________________________________

PREFERRED MANNER OF CONTACT:

_____ letter _____ telephone _____ through ACCD staff only

Please specify how you would prefer to be contacted. Should an interview be arranged through a particular person? Are there special hours or days when it is best to call you?, etc. ____________________________________

____

Sufficient prior notification would be:

___ Several days ___ one week ___ two weeks ___ three weeks
___ other, please specify______________________________

Name ____

Home Address______________________________ Home Telephone______________

Name of Employer____

Job Title____

Job Description____

Business Address____

Business Telephone____________________________ Extension______________

(TO MAIL: See instructions on the back.)

APPENDIX O

OVERALL OUTCOME EVALUATION OF PLAN

1st Term of CPP Operation January 1976 - August 1976	2nd Year of CPP Operation September 1976 - August 1977	3rd Year of CPP Operation September 1977 - August 1978	4th Year of CPP Operation September 1978 - August 1979	5th year of CPP Operation September 1979 - August 1980
PILOT I (58 sophomores enrolled January 1976) as Comparison Group (matched for ACT composite, sex, and career aspirations)				
Pre Measures ACT or SAT H.S. GPA Previous Alma GPA Outcome Measures GPA Attrition Number & Quality of Practicums CPSI* Form A	Outcome Measures (as juniors) ACDM^{o} GPA Attrition CMAT^{+} Number & Quality of Practicums Practicum Evaluations ECSI^{x}	Outcome Measures (as seniors) ACDM GPA Atrition Resume and Cover letter evaluations Number of: Job applications Job interviews Second interviews Job offers Appropriateness of and satisfaction with Placement	Outcome Measures (one year follow-up) Job Satisfaction Evaluation Employer Ratings	Outcome Measures (two-year follow-up) Job Satisfaction Evaluation Employer Ratings
	FRESHMEN I (267 enrolled September 1976) vs Comparison Group (30 selected randomly from those not in CPP)			
	Pre Measures (as freshmen) ACT H.S. GPA Outcome Measures ACDM^{o} CMAT CPSI* GPA Attrition	Outcome Measures (as sophomores) GPA Attrition Number & Quality of Practicums ACDM ECSI^{x} CPSI	Outcome Measures (as juniors) GPA Attrition ACDM Number & Quality of Practicums Practicum evaluations CMAT	Outcome Measures (as seniors) ACDM GPA Attrition Resume and Cover letter evaluations Number of: Job applications Job interviews Second interviews Job offers Appropriateness of and satisfaction with placement
	PILOT II (104 sophomores enrolled January 1977) vs Comparison Group (30 selected randomly from those not in CPP)			
	Pre Measures ACDM ACT H.S. GPA Previous Alma GPA Outcome Measures ACDM Attrition CPSI Number of ECSI practicums GPA	Outcome Measures (as juniors) GPA Attrition ACDM Number & Quality of Practicums Practicum Evaluations	Outcome Measures (as seniors) ACDM GPA Attrition Resume and Cover letter evaluations Number of: Job applications Job interviews Second interviews Job offers Appropriateness of and satisfaction with placement	Outcome Measures (one year follow-up) Job satisfaction evaluation Employer ratings
		FRESHMEN II VS Comparison Group (30 selected randomly from not in CPP) 1977		
		Pre Measures: ACT, H.S.GPA, ACDM, CPSI, CMAT Outcomes: GPA, Attrition, ACDM, CPSI, CMAT	Outcome Measures (as sophomores) GPA Attrition ACDM ECSI Number & Quality of Practicums Practicum evaluations	Outcome Measures (as juniors) GPA Attrition ACDM Number & Quality of Practicums CMAT CPSI

The following scales are in the process of development:

*CPSI	Career Planning Skills Inventory (Buchanan, 1976)
+CMAT	Career Market Awareness Test (Buchanan, 1977)
°ACDM	Assessment of Career Decision-Making (Form B) (Harren, 1976)
×ECSI	Effective Communication Skills Inventory (Buchanan, 1977)

APPENDIX P

Career Planning Skills Inventory

81. A congressman representing Southern California must vote on appropriations for the B1 Bomber. He is against anything which furthers the arms race and sees the B1 escalating the competition. But if the B1 is not built several thousand of his constituents will be laid off their jobs in the defense industry. His advisors tell him that his re-election is virtually assured whichever way he votes. He is experiencing a conflict. Which kind?
    A. need conflict
    B. ability-interest conflict
    C. need-value conflict
    D. value conflict
    E. ideal-real conflict

82. Jerry has ACT scores of English: 31, Social Studies: 33, Natural Science: 34, Math: 33. However, his high school GPA is 1.6 (where A=4). Jerry wants to be a physician. What are his chances?
    A. Good, if he goes to a college that recognizes his ability and encourages him.
    B. Very poor, with those scores and grades he should see a counselor about an occupation that doesn't require so much ability.
    C. Fair, it depends on how difficult his college classes are.
    D. Average, with those scores he'll probably do extremely well on the MCAT (Medical College Admissions Test).
    E. Average, it depends on how hard he is willing to work.

83. Given an easy task to accomplish, what would determine the method you use to complete it?
    A. need
    B. ability
    C. skill
    D. value
    E. interests

84. Susan resigns her position with Big International Corporation because she has found that her department is continuing to overcharge the government for building medical equipment after she reported these overcharges to her boss. Her boss could have corrected the situation. Her action is probably based on:
    A. needs
    B. strengths
    C. values
    D. goals
    E. religious beliefs

85. During an interview for a management trainee position, the recruiter says, "Currently we have no women in middle-management positions." Which would be the best clarifying response for a woman?
    A. "It sounds like your company is not interested in hiring me for a middle management job. What kind of jobs do you have for women?"
    B. "I'd like to know why you don't have any women in such positions."
    C. "That would mean that as a management trainee I'd be working for a man. I've done well working for men in the past."
    D. "It appears that women have not advanced into middle-management in your company. Would that mean I'd have difficulty in advancing because I'm a woman?"
    E. "Are you wondering if I would have trouble working for a man?"

86. From which of these jobs are men excluded because they lack a bona fide job qualification?
   A. visiting nurse
   B. fashion model
   C. pre-school teacher
   D. gynecological counselor
   E. none of the above

87. Aside from her own personal characteristics (values, abilities, etc.) which of these is likely to have the greatest influence on a young woman's choice of a non-traditional job?
   A. Salary
   B. Her mother's support
   C. Her father's support
   D. How many women are currently working in the job
   E. The employer's attitude

88. Identify the activity in which a group member taking the role of gate keeper would engage during a group discussion.
   A. Suggesting that everyone take a turn speaking.
   B. Restating the suggestion of another group member.
   C. Trying to organize ideas so the group will know what's been said.
   D. Proposing a problem solution.
   E. Asking who agrees with an apparently popular solution.

89. Determine which of the following would be classified as a "killer statement" in response to a suggested solution.
   A. Do you think this alternative is worth a try?
   B. Let's be realistic, theoretical solutions rarely work in the real world.
   C. Has this ever been tried before?
   D. I see several factors that would keep that idea from working.
   E. It seems like we heard the same suggestion from Harold awhile ago.

90. Determine which of the following is an example of a task or work function in a group meeting.
   A. "Tina, I don't think your suggestion is all that different from Tony's. There seems to be a lot of common ground."
   B. "That reminds me of something that happened to me. One time when I was in Milwaukee . . . ."
   C. "Yes, the stanus forus will fit the clubus pin so that idea could work."
   D. "Here's another chair, the coffee and donuts are over there."
   E. "You haven't said much about this suggestion yet, George. What's your reaction?"

91. A person who makes irrelevant joking comments when a task group is discussing alternative solutions to the assigned problem is probably involved in __________.
   A. an initiator role
   B. counter dependence
   C. gate keeping
   D. topic security
   E. the harmonizer role

92. Which one of the following is NOT a description of a criteria for effective feedback?
   A. It describes one's own reaction as well as the probable motivation of the sender.
   B. It is given at the first opportune time following the incident.
   C. It is given to the sender when he/she is in a position to do something about it.
   D. It is given to the sender when she/he asks for it.
   E. It describes to the sender as specifically as possible what was done or said.

93. Which of the following shows the stages of the Action Phase of the Tiedeman Career Decision-Making model?

A	B	C	D	E
Values Clarification	Fantasy	Exploration	Investigation	Fantasy
Alternatives Generation	Exploration	Crystallization	Experimentation	Exploration
Information Gathering	Choice	Choice	Decision	Maintenance
Choice Implementation	Establishment	Clarification	Implementation	Action

94. For which of the following is a Bachelor's Degree essential?
A. Market researcher
B. Journalist
C. Corrections officer
D. Housing contractor
E. None of the above

95. Which of the following jobs has the best employment outlook in terms of the ratio of projected openings to applicants for the next five years?
A. Geophysicist
B. Mathematician
C. Oceanographer
D. Astronomer
E. Physicists

96. The average beginning yearly salary of a public relations specialist in Michigan can be expected to fall in which range?
A. 6.6-8.5 thousand
B. 8.5-10.5 thousand
C. 10.6-12.5 thousand
D. 12.6-14.5 thousand
E. 14.6-16.5 thousand

97. Which of these workers can be expected to work more than 8 hours per day most frequently?
A. Retail sales manager
B. Personnel manager
C. County health officer
D. Insurance underwriter
E. Hospital administrator

98. The process of one way communication usually includes:
A. feedback
B. sharing vocabulary
C. careful explanations
D. requests for clarification
E. questions

99. Here is a list of skills: following directions, being punctual, scheduling one's time, self-discipline, writing a report, understanding non-verbal cues, using tact and diplomacy. Which of these accomplishments would probably require all of these skills?
A. Passing the U.S. Civil Service's Foreign Service Exam
B. Being elected student body president
C. Getting good grades
D. Landing a job after a successful interview
E. Selling new cars

100. Joe, a high school senior from an upper-income family, says he values "justice" most highly. To him "justice" means a fair chance for everyone in the basics of life--housing, employment, education, legal rights and practices, and medical care. Which of the following of Joe's behaviors is the most inconsistent with his value?
A. He won't let his sister try out for his neighborhood softball team.
B. He lives in a "white" neighborhood and attends a "white" school.
C. He turns down a request to contribute to the Heart Fund.
D. He laughs aloud at a "Pollack" joke told by a Polish friend.
E. He takes a job at a businessman's club that excludes minorities.

101. Jones, who wants to work with animals, majored in Biology on the suggestion of her advisor. She graduates with a 3.7 and spends six months looking for a job working with animals, but can find nothing. Finally, she resigns herself to a management trainee position with a retailing firm. What went wrong for Jones?
A. The job market was too limited in her interest area.
B. "Working with animals" is a better hobby than a realistic job choice.
C. Her advisor didn't think about job possibilities when suggesting a major.
D. Her approach to preparing for work was not responsible.
E. All of the above.

102. Roger has been working for an insurance company for 5 years. He is now a senior sales representative and has made it over the hurdle usually required to establish oneself in the business. Recently, however, he has begun to work for a new manager and disagrees with the manager's style of relating to people and running the business. He has chosen to seek employment elsewhere.

Roger's decision is based most probably upon:

A. interests
B. strengths
C. values
D. skills
E. needs

103. Which of the following is least likely to be said by the recruiter during an employment interview?
A. "What is your major weakness?"
B. "Are you planning to be married soon after graduation?"
C. "Can you take instructions without feeling upset?"
D. "What interests you about our product and services?"
E. "Tell me a story."

104. What would be the MOST important loss to you in being interviewed for a job by telephone rather than in person?
A. Knowing the age and appearance of the interviewer.
B. The interviewer knowing what you look like.
C. Being able to show the interviewer examples of your written work.
D. Seeing the interviewer's response to your statements.
E. Being able to show the interviewer how interested you are in the job.

105. During a group planning discussion the leader says, "I've been talking about this with Harry (a group member) and we think the parking lot should be on the north side of the new library. What do the rest of you think?" Which two group decision-making techniques has the leader used?
   A. the self-authorized agenda and consensus-taking.
   B. polling and the "plop"
   C. the hand clasp and consensus-taking
   D. polling and the hand clasp
   E. the hand clasp and the self-authorized agenda

106. Which Office of Education Occupational Cluster would contain the occupation of urban planner?
   A. Agribusiness and Natural Resources
   B. Construction
   C. Transportation
   D. Communication and Media
   E. Environmental Control

107. Which occupation is not represented within the Phillips Petroleum Corporation?
   A. chemist
   B. accountant
   C. copy writer
   D. lawyer
   E. none of the above

108. Adrian loves poetry and literature. He spends most of his time reading. His first choice of a career plan is to become a high school English teacher. What would be the best alternative career plan in case he cannot find a job teaching English?
   A. textbook salesman
   B. librarian
   C. private tutor
   D. advertising copywriter
   E. public relations agent

109. What is most important to consider in answering this question? "What kinds of jobs have duties I like?"
   A. goals and values
   B. needs
   C. interests
   D. the job market
   E. skills

110. Frequently people use a variety of defenses to avoid self-directed decision-making. In contrast, basic to someone who starts an active decision-making process is that he/she:
   A. Seeks advice available and then makes a decision.
   B. Knows both his/her own limitations and the limits of the job market.
   C. Believes in his/her ability to influence his/her future.
   D. Makes decisions that are carefully planned rather than spontaneous.
   E. Has a great many alternatives to choose from.

111. Mike has built his own dark room where he develops film and makes prints of photos he and his friends take. He has begun experimenting with a variety of developing techniques. Mike is also active in his church youth group as a 'Big Brother.' He has worked several summers as a camp counselor where he taught young campers about photography. Which of the following would Mike probably choose as his top three interests?
A. scientific, outdoors, artistic
B. personal contact, artistic, religious
C. outdoors, artistic, enterprising
D. religious, outdoors, artistic
E. artistic, social service, scientific

112. Which one of the following is the best way to begin career planning?
A. Look at what will be available on the job market.
B. Talk to working people about their jobs.
C. Do research on a variety of occupations.
D. Consider what it is you want out of a job.
E. See which jobs have the most to offer someone with your abilities.

113. Susan has been offered two jobs as a biologist. In one she would be completing an environmental impact study for Consumer's Power. In the other, she would be working for a research biologist doing basic research on cell structures. The Consumer's Power job would allow Susan to continue living near her favorite recreation spots. The research job involves an opportunity to help answer some questions that have concerned Susan for a long time. Based on what you know about her situation, in what order would Susan be putting her career needs if she chose to work for the research biologist?

A.	B.	C.	D.	E.
Problem-solving	Problem-solving	Involvement	Goal-setting	None of these
Involvement	Authority	Location	Involvement	
Location	Challenge	Problem-solving	Location	

114. Jeff has accepted a promotion to sales manager, a job in which he can count on steady employment without a lot of travel and with a reasonably good salary. Jeff could have continued to work as a commissioned salesman. He was offered the promotion because of his consistently high earnings as a salesman. Jeff's actions probably reflect which of the following rankings of career needs?

A.	B.	C.	D.	E.
Goal-setting	Recognition	Security	Challenge	Location
Freedom to act	Money	Location	Advancement	Advancement
Security	Challenge	Money	Planning	Supervision

115. What is most important to consider in answering this question? "What is important for me in a career?"
A. needs
B. abilities
C. interests
D. the job market
E. salary

116. Mary takes a very creative approach to all of her studies, especially psychology and physics. She is rather introspective and task oriented. She gets good grades. Which oneof the Holland Occupational Themes best describes Mary?
A. realistic
B. investigative
C. social
D. enterprising
E. artistic

117. Jane is a freshman and her parents want her to be a nurse. However, Jane wants to make more money than nurses do and is seriously considering medical school. What should she do?
   A. Take a pre-med major and choose an occupation according to how well she does.
   B. Find out if her interests, abilities, values and career needs are like those of physicians.
   C. Choose an occupation when she has investigated her own values, needs, interests, skills and abilities.
   D. Try to get into a physician's assistant program so she could start earning a good salary without so many years of school.
   E. Spend a day at a hospital observing the actual activities of both nurses and physicians.

118. Which of the following values would probably find greatest expression in the job of public health director?
   A. autonomy and knowledge
   B. recognition and altruism
   C. justice and personal health
   D. aesthetics and morality
   E. serving society and loyalty

119. Smith, who wants to work with animals, majored in Biology on the suggestion of her advisor. She graduates with a 3.7 and spends six months looking for a job working with animals. Finally, she gets a job at a breeding laboratory where animals are raised for research purposes. She works with animals, the pay is good, but she is unhappy with the job. Why?
   A. She is not as interested in working with animals as she thought.
   B. She didn't think about how she wanted to work with animals.
   C. Her advisor should have told her about the limited opportunities.
   D. She is just not ready to work yet. She should have gone to graduate school.
   E. None of the above.

120. Which of the following is not a reason that people fail to make decisions?
   A. They are afraid of failure.
   B. They are afraid to give up an alternative.
   C. Their locus of control is internal.
   D. They feel they have no real control over what happens to them.
   E. They want to do the best for everyone involved.

121. Imagine it is 1998 and you are being taken on a tour of a friend's new home. She shows you her new computerized dressmaker. This machine allows you to choose a garment design from a catalog, pick a fabric and a color and have the garment created to your exact size in five minutes. Your friend suggests you try it out while she is in the kitchen programming the robot cook to prepare and serve your dinner. What job, unknown today, will exist in 1998; according to this future fantasy?
   A. fashion catalog artist
   B. synthetic intelligence computer expert
   C. corporate executive in a firm that manufactures robots
   D. owner of a synthetic materials home-delivery service
   E. home computer repair technician

122. Susan has the following ACT standard scores: English: 15; Social Studies: 32; Math: 19; Natural Science: 20; Composition: 22. What do these results mean?
A. Her scores are lower than the 35th percentile in all areas.
B. She had better avoid taking any English classes.
C. She has an exceptionally high score in Social Studies.
D. She should not elect a pre-medical major.
E. All of the above.

123. Which of the following is not a DATA skill?
A. designing a questionnaire.
B. comparing your ACT scores to the national norms
C. scheduling your time
D. writing a computer program
E. interviewing farmers to determine the kinds of accidents they have

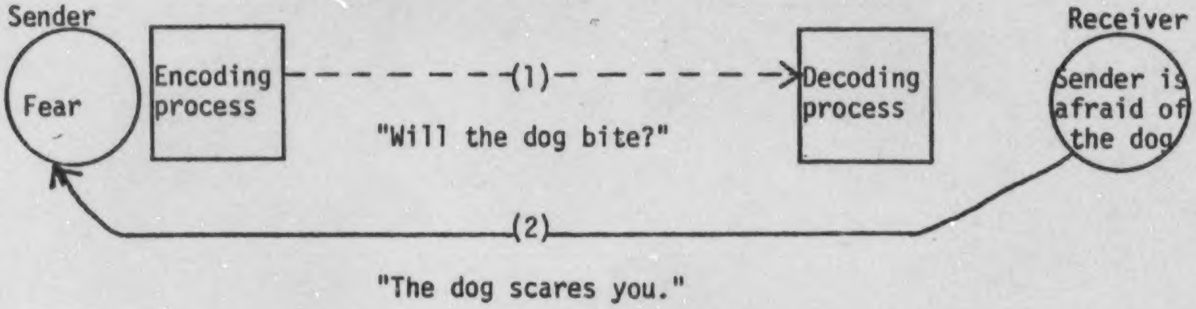
124. Smith could have been a true renaissance man. He is an accomplished musician, has won a science scholarship and has shown a real talent for business while working for his father's company. In his first year he takes courses necessary for a music major, leaving little time for anything else. To make up for this, he takes a full load of math and science his sophomore year and still plays in the band. Although approaching his junior year with a 3.2, Smith is being pressured by his parents and friends to choose a major and stick to it. What might explain Smith's behavior?
A. He hasn't had good counseling from his advisor.
B. He is avoiding a choice because he is afraid to give up alternatives.
C. He is trying to get a truly well-rounded education.
D. He's responding to the expectations of his parents and friends.
E. He doesn't know where he can get the best grades.

125. At an informal party the group has been discussing their English classes when Mary comments, "Yes, and my art class has given me a lot of ideas about design. For instance, in some clothes I'm making now I've employed many design principles such as . . . ."

Mary's redirection of the conversation is most likely an example of what sort of behavior?
A. counter dependence
B. consensus taking
C. topic security
D. sending a problem message
E. initiating

126. In which activity would a group member taking the role of an initiator engage during a group discussion?
A. Suggestiong that everyone take a turn speaking.
B. Interpreting ideas of other members.
C. Trying to organize ideas so the group will know what's been said.
D. Encouraging another member to make a contribution.
E. Proposing a problem solution.

127.



Which answer correctly identifies the parts of the communication process represented by the dotted line (1) and the solid line (2)?
A. (1) "I" statement; (2) parroting
B. (1) paraphrasing; (2) restatement
C. (1) code; (2) restatement
D. (1) message; (2) feedback
E. (1) code; (2) paraphrasing

128. Which would be the best source of information about the probable number of job openings in Michigan for a particular occupation?
A. MOIS
B. Occupational Outlook Handbook
C. College Placement Annual
D. Michigan Industrial Directory
E. Occupation Thesaurus

129. Karen most prefers these types of activities: competition, public contact, change and variety, adventure, aesthetics and the pursuit of knowledge. Which job would most probably allow Karen to express her interests?
A. personnel manager
B. agriculturist
C. computer hardware sales
D. librarian
E. journalist

130. Your successful completion of a task without much supervision would mostly be based on:
A. values
B. needs
C. skills
D. strengths
E. interests

131. Which job requires some of all four kinds of skills: data, people, things, and self-management?
A. advertising account executive
B. industrial hygienist
C. medical illustrat[illegible]
D. fabric designer
E. all of the above

132. Which job would MOST require all of these skills?
--determining time, place and sequence of operations
--choosing from alternative actions based on data analysis
--influencing others in favor of a product
--adjusting equipment by replacing or altering fixtures or attachments
--starting, stopping and observing the functioning of machines

A. film maker
B. physician
C. forester
D. quality control engineer
E. insurance underwriter

133. Which one of the following is not included in defining a "setting" cluster:
A. location
B. function
C. skill
D. field
E. product

134. The following occupations have DOT numbers as indicated:

Cataloger	100.388
Editor, index	132.388
Disbursement clerk	186.388
Parcel post clerk	231.388
Comparison shopper	296.388

It can be said that all of the above are members of a:

A. data group
B. public service group
C. worker trait group
D. classifying occupation cluster
E. none of the above

135. Jane has just graduated with a BA in Biology. She participated in a career preparation program in college. She has dreamed of doing aquatic research in the Great Lakes, living on a ship and having the winter to do laboratory research. She has just taken a job as a pharmaceutical representative for a major drug company. What would be the most plausible explanation for Jane's situation?
A. The drug company paid more money.
B. The aquatic research job required direct experience.
C. She moved to Kansas to be near her fiance
D. She didn't have shipboard experience.
E. She wanted to develop her sales experience.

APPENDIX Q

ASSESSMENT OF CAREER DECISION MAKING (FORM B)

Vincent A. Harren, Ph.D.

Student Guide to Interpretation of ACDM Scores

I. Understanding Career Decision Making

In order to understand the meaning of your ACDM scores you need to first get some idea of the decision making process upon which the ACDM is based. When people make decisions they usually go through stages or steps in their mind as they think about a problem or a decision making task. For instance, if you need to buy a car, you probably would shop around, finding out information about different brands and models, such as price, style, options (like power steering, automatic transmission, etc.). Soon you would become overwhelmed with all of the possible choices, and would become aware of the need to know more about yourself, your preferences, likes and dislikes, and needs. This first stage is called Exploration, a period of seeking information about the possibilities and a looking inside to understand yourself better. The next stage is called Crystallization, which is like water forming crystals as it freezes; a period when things are starting to come together. You begin to decide what features of a car are important to you and what things don't matter to you. If, for example, you decide that economy is the most important consideration, then you would consider alternative cars in terms of such factors as initial price, gas mileage, frequency of repair records, cost of options, etc. Or, if comfort and style is important, you would check out the seating and leg room, softness of the ride, color, trim, body styling, etc. During this period you are weighing the advantages and disadvantages of different cars on the basis of your priorities, what's important to you; and you would be narrowing down the range of possible cars from which to make your selection. At some point you are ready to make your selection of the car you will buy, and you move into the third stage, called Choice. During this stage you feel a sense of satisfaction and relief at having made up your mind, and you feel pretty confident about your choice and optimistic about the future. Then there is a period of waiting before you can actually buy the car. This stage is called Clarification in which you are thinking about, or clarifying the consequences of your choice for you, and planning how to carry out your choice. For instance, you may begin to think about the car payment each month; whether you will be happy with the car after you get it; whether it fits the kind of person you are; how your friends will like it, and so on. You might find out if you could get a loan to finance the car, or save the money for the down payment. Up to this point you haven't acted on your choice; that is, you haven't actually bought the car, so these four stages make up the Planning Phase.

When you buy the car you enter the Action Phase, which has three stages: Induction, Reformation, and Integration. Since our car example isn't a good one to understand these stages, let's take our example directly from the ACDM, your decision to go to college. Since you are already in college, you are in the Action Phase and carrying out or implementing that decision. During Induction, you're kind of just getting used to the place, finding out what it is really like. You're getting to know a new group of fellow students, new teachers, and a new campus. During this period you may tend to be passive or receptive in this new situation, looking for cues from other students and faculty to know how to act, and trying to find out what they expect. This stage ends when you sense that you are basically accepted by others in this new situation. Then the stage of Reformation begins when you move from a passive or receptive way of interacting to a more active or assertive manner. You may get really involved with what's going on, and develop a strong identification with your college. You also may try to change things (requirements, etc.) in order to get what you want out of college. Finally, in the third stage, Integration, there is a coming together between your needs or wants and the expectations or demands of others. You are stisfied, at least temporarily; you see yourself as successful, and others also see you as successful.

The following chart will help you keep in mind these seven stages:

Planning Phase	Action Phase
Exploration	
Crystallization	
Choice	
Clarification	
	Induction
	Reformation
	Integration

Ordinarily, people go through these stages in the order listed. However, depending on how important the decision is to you, you might not go through all of these stages, or, at least not be aware of yourself going through them; for instance, deciding what movie to go to tonight, or what to do this weekend. Also, progression through these stages is reversible. For instance, after deciding to buy a Chevy Van, but before actually doing so you are in the stage of Clarification. In the process of arranging financing, you find that the monthly payments are just too much for you to pay, so you change your mind about the Van and go back to Exploration or Crystallization and start the process all over again.

II. Interpreting your ACDM Scores

First of all, you should know that the ACDM is a new test and we don't know yet how helpful it will be to people or how much confidence to put in the scores. So don't take your scores as "gospel truth" or as fact, but use them to help you think about yourself and your career decision making. By looking at your scores and the items that go into each scale you may get a better idea of where you are in your decision making, and have a better basis for further discussion and planning with students in your group and with your teacher or counselor.

There are three scales on the ACDM, each measuring a different decision making task; College, Major, and Occupation.

Scale I: DM Task: College (Number of Items per stage: 8)
Your Scores: Induction: _____ Reformation: _____ Integration: _____

This scale measures your degree of progress in adjusting to college according to the three stages of the Action Phase: Induction, Reformation and Integration, as described above. Your scores for each stage are the number of items referring to that stage that you marked "Agree." If your highest score is in Integration then it seems that you have pretty well "lived out" this decision successfully and are reasonably satisfied with it. However, if your scores are higher for Reformation or Induction this suggests that you have a way to go in completing your adjustment to college. In this case, this may slow down your progress in your decision making about your major and your occupation. For instance, you may be thinking about dropping out of college, transferring to another school, or just waiting to get further along in your adjustment to college before you start thinking about choosing a major or making occupational plans. It is possible to have identical or similar high scores in more than one stage. This means that you have some of the characteristics of each stage.

Scale II: DM Task: Major (Number of Items per stage: 12)
Your Scores: Exploration: _____ Crystallization: _____ Choice: _____
Clarification: _____

This scale measures your degree of progress in your decision making about your major, according to the four stages of the Planning Phase: Exploration Crystallization, Choice, and Clarification. These stages can be more fully described as follows:

Exploration

This stage is marked by random, exploratory considerations. It is characterized by generalized, vague concerns with little or no progress toward choice. Knowledge of self and the occupational world is a felt need, but the individual has developed no strategy of plan of action for satisfying this need. There is an absence or near absence of negative choices (exclusions from the range of possibilities). This is accompanied by vague anxieties and doubts about the future.

Crystallization

This stage represents progress toward, but not attainment of choice. The individual recognizes alternative possible choices and at least some of the consequences of these alternatives. Conflicts are recognized; advantages and disadvantages are weighed; and the bases for a decision are being developed, at least implicitly. The process of narrowing down the range of possibilities through negative choices is operating. False steps and inappropriate earlier decisions are recognized and used as bases for further decisions.

Choice

This stage represents a definite commitment with some degree of certainty to a particular goal. It is accompanied by expressions of satisfaction and relief for having made the commitment. The individual may focus on aspects or characteristics of self which are evidence of an appropriate decision. This stage further represents a swing from the pessimism characteristic of the exploratory stage to a kind of naive optimism about the future. The individual usually expresses a singleness of purpose and an unswerving attitude of goal direction, as well as eagerness and impatience to reach the goal. Focus upon the consequences of the decision and further planning are not yet in evidence.

Clarification

This stage represents a process of closure in which the individual is involved in clarification and elaboration of the consequences of commitment, as well as in planning the details and next steps to be taken to follow through on the commitment. The individual is usually engaged in a process of elaboration and perfection of his/her self-image, and image of the future. Although planning the overt action to carry out the commitment is characteristic of this stage, the overt action itself may be delayed until the environmental conditions are appropriate for action.

Scale III: DM Task: Occupation (Number of Items per stage: 12)
Your Scores: Exploration: _____ Crystallization: _____ Choice: _____
Clarification: _____

This scale measures your degree or progress in your decision making about your occupation according to the same four stages of the Planning Phase as in Scale II: Exploration, Crystallization, Choice, and Clarification.

Scales II and III should be interpreted together. Your scores for each stage are the number of items referring to that stage that you marked "Agree." Your highest score for major and your highest score for occupation represent what stage in the decision making process you are in. You may find that you are in one stage with regard to major and a different stage with regard to occupation or in the same stage with regard to both decision making tasks. Some people do not necessarily see these two decisions as being related to each other, although for most, they are definitely connected. It is very common to be at a more advanced stage with regard to major than to occupation since major is a more immediate concern which you are either near, or in the process of implementing. Also, the further along you are in college (freshman, sophomore, etc.) the more likely you will be in Choice and Clarification, although, not necessarily. For instance, if you have recently changed your mind about your major or occupation, you may be "recycling" back through the decision making process.

As has already been mentioned, because this is a new test whatever your conclusions are from your scores, you should hold these very tentatively, checking them out against your own experience and through feedback from others. If your scores are very scattered across the stages, so that no particular pattern emerges, then the test will have had little value for you. If, however, you see a pattern it should help you decide what particular needs you have right now in your career planning, and what kind of help you want, if any, to move further along toward the completion of your career decisions.

CPC GUIDE TO DISCUSSION OF ACDM RESULTS

HOW LONG WILL THIS TAKE? By using this guide and the ACDM results we hope you will be able to quickly: a) identify problems facing your advisees in adjustment to Alma College, choice of major, preparation for a career; b) briefly discuss the problem or refer the advisee for additional help. By pointing out areas of concern, the ACDM can allow you to be of real help to your advisee in as short a time as 15 minutes.

HOW TO START A) Give your advisee the "Student Guide to Interpretation of ACDM Scores," ask her to write her scores in the spaces provided, and to read the "Guide while you review her results. B) Look at the computer printout of ACDM Results and the Basic Information sheet. Circle any scores or items you want to discuss (How to Interpret. . .) below or your own inclinations. C) From those you have circled choose the one or two that seem most pressing, ask your advisee for her ideas about them, and explore any problems thus revealed. D) Suggest options available to your advisee, provide information or arrange a referral to other help. (Frequently, your acknowledgement of the difficulty, along with an indication that your advisee can and should move to solve it, will be enough.) E) If any of the four sections is not marked for discussion, ask your advisee if the ACDM has put her in the right stage or style, and, if not, ask what stage is appropriate.

HOW TO INTERPRET THE ACDM RESULTS. Suggestions are offered in the order in which the results appear on the computer printout. Use the accompanying "ACDM by Stages" to identify the statement associated with the AGREE ITEMS listed on the printout.

Decision Making Style (Leave this until last.)

Decision Making Task: College Discuss if:
1) the highest score is in INDUCTION:
2) an AGREE ITEM has an asterisk;
3) there are low scores in REFORMATION or INTEGRATION (1,1,2);
4) a score of 5 or more in INDUCTION.

Decision Making Task: Major Discuss if:
1) the highest score is in EXPLORATION;
2) an AGREE ITEM has an asterisk;
3) there's a score of 8 or more in EXPLORATION;
4) highest score in Choice or Clarification combined with low grades in the chosen field.

Decision Making Task: Occupation

Discuss if:
1) the highest score is in EXPLORATION (some general decisions should have been made by now);
2) an AGREE ITEM has an asterisk;
3) the highest score is in CHOICE or CLARIFICATION and the (Personal Profile) Career Preparation Plan isn't complete;
4) the highest score is in CHOICE or CLARIFICATION and a major has not been chosen (see Basic Information Sheet).

Decision Making Style: Discuss if:
1) the highest score is in DEPENDENT;
2) an AGREE ITEM has an asterisk
3) there is a score of 0 or 1 in Planning.

WHAT TO SUGGEST. Depending, of course, on the situation, here are some suggestions that might come out of your discussion of the ACDM results:

- attend a CPP workshop
- take the next Study Skills Session
- talk to your academic advisor
- arrange a P.O.E.
- visit the Career Information Center
- talk to someone in ACCD
- arrange a practicum
- use the Career Resource NETWORK to locate alumni to talk to or visit
- complete the Career Preparation Plan
- interact with MOIS (Michigan Occupational Information System) at the computer
- try for a relevant summer job to provide experience
- participate in co-curricular activities to develop needed skills

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                      ACDM RESULTS  CPC COPY

      IN THE SCORE AFTER EACH STAGE, THE FIRST NUMBER IS THE TOTAL
NUMBER OF STATEMENTS WHICH THIS STUDENT SELECTED AS DESCRIPTIVE
OF SELF.  THE NUMBER AFTER THE SLASH IS THE TOTAL NUMBER OF
STATEMENTS THAT REPRESENT THE STAGE.
      THE NUMBERS WITHIN THE BRACKETS CORRESPOND WITH THE ITEM
NUMBERS WHICH THIS STUDENT CHOSE.



DECISION MAKING STYLE:

                    AGREE ITEMS
     PLANNING:  7/7 [2,5,9,12,13,15,19]

     INTUITIVE: 2/7 [10,14]

     DEPENDENT: 2/7 [1*,4]


DECISION MAKING TASK:  COLLEGE

                     AGREE ITEMS
     INDUCTION:    2/8 [28,39]

     REFORMATION: 5/8 [24,25,35,40,43]

     INTEGRATION: 7/8 [23,27,29,30,36,37,45]


DECISION MAKING TASK:  MAJOR

                          AGREE ITEMS
     EXPLORATION:      4/12 [46,47,72,88]

     CRYSTALLIZATION: 7/12 [51,52,55,68,86*,89,91]

     CHOICE:           7/12 [49,50,67,71,80,84,93]

     CLARIFICATION     7/12 [48,59*,66,75,76,82*,87*]


DECISION MAKING TASK:  OCCUPATION

                          AGREE ITEMS
     EXPLORATION:      3/12 [99,106,122]

     CRYSTALLIZATION: 8/12 [100,101,107,118,121,123*,128*,136]

     CHOICE:           9/12 [96,103,110,111,114,126,130,133,137]

     CLARIFICATION:    6/12 [98,109*,112*,120,129,135]

*  ESPECIALLY IMPORTANT TO DISCUSS
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ACDM BY STAGES

An "Agree" response to an item within a stage raises the score for that stage by one.

DECISION MAKING STYLE:

Planning:

2. I decided to go to college when I realized that the careers I was interested in required college degrees.
5. Before coming to college, I studied the college catalogues carefully.
9. I talked with my guidance counselor (or teachers) in high school about going to college.
12. Getting good grades in high school was important to me because it would increase my chances of getting to go to college.
13. Before deciding to go to college, I carefully considered other alternatives.
15. Before deciding to go to college, I visited the campus to find out more about it.
19. I choose my electives in high school on the basis of what would help me most in college.

Intuitive:

3. I made my decision to go to college pretty much on the spur of the moment, without thinking much about it.
6. My reasons for going to college weren't clear.
10. When I decided to go to college, I just listened to my feelings; it was what I wanted to do.
14. When I made up my mind to go to college, it just felt right inside.
16. When I was in high school, I can remember daydreaming about how great it would be to be a college student.
17. My decision to go to college was pretty much an intuitive one, not carefully planned out.
21. I don't think I had a reason for going to college; I just did it.

Dependent:

* 1. I came to college because my parents expected me to.
4. My high school teachers kept encouraging me to go to college.
7. I really didn't have much choice; going to college was just the thing to do in my high school.
8. My friends who were going to college had a lot to do with my decision to go.
11. I came to college because I felt that having a college degree was important in order to be accepted.
* 18. I came to college to please other people, not because I really wanted to.
20. Everybody in my family went to college; I just never questioned it.

DECISION MAKING TASK: COLLEGE

Induction:

* 22. I don't know what the instructors in my courses expect.
26. I'm trying to find out what the people I live with want of me.
28. I'm just beginning to feel a part of things around here.
* 31. It's hard to know how to act at this school.
32. I don't feel that I really belong here yet.
39. Most of the students here seem to have attitudes and values like mine.
42. I've had to change in some ways in order to get along with people here.
* 44. I wonder if further education is worthwhile for me.

Reformation:

24. People are starting to listen to some of my ideas around here.
25. I've been talking some of my friends back home into going to college.
* 33. I've been trying to get some of my instructors to change their course requirements around to fit my individual needs better.
34. I'm trying to get other students involved in things, instead of just sitting around.
35. My parents are giving me more rope to be on my own.
38. I'm less afraid to speak up in class when I don't agree with the instructor.
40. My parents are treating me more like an adult.
43. I'm learning to be more assertive to get what I want.

Integration:

23. I believe I've been pretty successful in adjusting to college
27. People here seem to respect me and value my ideas.
29. I feel like we are all helping each other to accomplish our goals.
30. This college seems to be meeting my expectations and needs pretty well.
36. The encouragement and support I've gotten has helped me to try harder to do well.
37. I've been getting a lot of positive feedback from my instructors.
41. Some of my instructors have helped me to get a more objective picture of myself.
45. I'm pretty satisfied with the way things are working out for me here.

DECISION MAKING TASK: MAJOR

Exploration:

46. I have a wide range of course interests.
47. I need to take a lot of different courses to see what I like.
* 53. I don't know how to go about choosing a major.
* 56. The more I think about a major, the more confused I get.
61. I need to decide on a major.
63. I haven't definitely decided against any major.
70. I want to know what major I would be best at.
72. I wish I knew what I wanted to study.
* 74. I don't know what courses to take next semester.
* 78. I don't know what majors or programs are available here.
88. There are just so many different kinds of courses I would like to take.
90. I've looked into several programs, but I don't know what I'm really looking for.

Crystallization:

51. If I choose the wrong major, it could slow me down in getting through college.
52. I need to consider my interests in choosing a major.
55. My past experiences in school should help me decide on a major.
* 62. I've changed my mind about my major because of some of the courses I've taken.
68. I can't decide which of two or three possible majors to choose.
* 69. I know what major I want, but I don't know what I could do with it after I graduate.
73. I don't know if I'm capable enough for the majors I'm considering.
* 79. I was wrong about my major, but it has helped me to see what I don't want.
* 81. I need to choose my courses more wisely than I have in the past.
* 86. I see some disadvantages to the major I am considering.
89. There are a number of majors which I have decided against.
91. I need a program that is broad and flexible.

Choice:

49. I'm pretty certain about my choice of major.
50. It would take a lot to make me change my mind about my major.
54. There just isn't anything else that I'd rather major in.
57. It's a relief to have decided on a major.
60. I enjoy telling people what I'm majoring in.
64. I've decided what I will major in.
67. My major gives me a sense of purpose and direction.
71. I get pretty wrapped up in discussions about things in my major.
77. Courses in my major are easy for me.
80. I'm looking forward to getting into the advanced courses in my major.
84. I'm looking forward to getting to know other students in my major.
93. I really get involved in courses in my major.

Clarification:

48. I like most of the teachers and students in my major.
58. I realize my major limits the kinds of future goals I can set for myself.
* 59. Some of the advanced courses in my major look pretty hard.
65. I wonder how I will fit in with other students in my major.
66. My major gives me a sense of identity so that I'm beginning to know myself better.
75. Most of my friends are either in my major or a closely related one.
76. My interests and attitudes are like most of the students in my major.
* 82. When people know what your major is, they expect you to act in a certain way.
* 83. I need several electives that can't be in my major.
* 85. I don't know what minor to take with my major.
* 87. I need to see an advisor in my major to plan the rest of my program.
92. Since choosing a major, my personality seems to be changing.

DECISION MAKING TASK: OCCUPATION

Exploration:

95. Almost any career seems appealing to me.
99. I need to plan ahead for the future.
* 102. My plans for the future are too indefinite.
106. I want to know what field of work I'm best suited for.
* 108. I don't know what I really want out of life.
* 113. I need information about occupations.
* 117. I'm interested in too many fields.
122. I need to decide on an occupation.
124. It's hard to know what to look for in a career.
127. I wonder if I will be successful in life.
134. I can't decide on a career because my interests keep changing.
* 138. I don't know how to go about deciding on a career.

Crystallization:

94. What I used to think I wanted to become doesn't seem practical anymore.
100. I want a career that will give me the kinds of rewards I need.
101. I'm trying to decide between two or three possible careers.
107. There are several careers which I have already decided against.
118. I've become more realistic in my thinking about possible careers.
* 119. I've changed my mind about what I wanted to become, now that I've learned more about the field.
121. I'm more certain of the fields I don't want than what I do want.
* 123. I know what's important to me, but I don't know what kind of career would meet most of my needs.
* 128. I need to know more about the training required for some of the occupations I am considering.
* 131. I don't know if I have the right kind of personality for the work I am considering.
136. I want to be trained for a specific job.
139. There are not many job opportunities in the field that I really like.

Choice:

96. I think I'll be happy with the career I have chosen.
103. I'm pretty certain about the occupation I will enter.
* 105. I'm tired of waiting to begin work in my field.
110. I'm alot happier now that my future career is clear to me.
111. I won't let anything get in the way to my reaching my goal.
114. The more I learn about things in my field, the more involved I become.
116. I've decided on the field I am going into.
126. The career I have chosen fits in with my personality.
130. I expect to go a long way in my field.
133. I feel I can overcome any obstacles in the way of my goal.
137. It's unlikely that I will change my mind about my career plans.
140. I'm looking forward to getting out of school and getting started in my career.

Clarification:

97. I wonder what kind of job I'll be able to get in my field.
98. My attitudes and outlook are becoming more like the people I know in my field.
104. The occupation I have chosen will affect the kinds of friends I will have in the future.
* 109. I hope I can find a job in my field after I graduate.
* 112. I don't have enough experience for a job in my field.
* 115. I need to find out what jobs are available in my field.
120. I hope the people in my field will accept me.
* 125. I need to start thinking about job interviews.
129. I will probably have to move away from here to get a job in my field.
* 132. I don't know how to look for a job in my field.
135. The people in my field have certain expectations of me.
141. I think I'm ready to choose a specialty within my chosen field.

APPENDIX R

CPSI POST TEST AND CAREER MARKET AWARENESS TEST

1. Which of the following shows the stages of the Action Phase of the Tiedeman Career Decision-Making model?

A	B	C	D	E
Values Clarification	Fantasy	Exploration	Investigation	Fantasy
Alternatives Generation	Exploration	Crystallization	Experimentation	Exploration
Information Gathering	Choice	Choice	Decision	Maintenance
Choice Implementation	Establishment	Clarification	Implementation	Action

2. Here is a list of skills: following directions, being punctual, scheduling one's time, self-discipline, writing a report, understanding non-verbal cues, using tact and diplomacy. Which of these accomplishments would probably require all of these skills?
   - A. Passing the U.S. Civil Service's Foreign Service Exam
   - B. Being elected student body president
   - C. Getting good grades
   - D. Landing a job after a successful interview
   - E. Selling new cars

3. Smith, who wants to work with animals, majored in Biology on the suggestion of her advisor. She graduates with a 3.7 and spends six months looking for a job working with animals. Finally, she gets a job at a breeding laboratory where animals are raised for research purposes. She works with animals, the pay is good, but she is unhappy with the job. Why?
   - A. She is not as interested in working with animals as she thought.
   - B. She didn't think about how she wanted to work with animals.
   - C. Her advisor should have told her about the limited opportunities.
   - D. She is just not ready to work yet. She should have gone to graduate school.
   - E. None of the above.

4. Adrian loves poetry and literature. He spends most of his time reading. His first choice of a career plan is to become a high school English teacher. What would be the best alternative career plan in case he cannot find a job teaching English?
   - A. textbook salesman
   - B. librarian
   - C. private tutor
   - D. advertising copywriter
   - E. public relations agent

5. Mike has built his own dark room where he develops film and makes prints of photos he and his friends take. He has begun experimenting with a variety of developing techniques. Mike is also active in his church youth group as a 'Big Brother.' He has worked several summers as a camp counselor where he taught young campers about photography. Which of the following would Mike probably choose as his top three interests?
   - A. scientific, outdoors, artistic
   - B. personal contact, artistic, religious
   - C. outdoors, artistic, enterprising
   - D. religious, outdoors, artistic
   - E. artistic, social service, scientific

6. Mary takes a very creative approach to all of her studies, especially psychology and physics. She is rather introspective and task oriented. She gets good grades. Which one of the Holland Occupational Themes best describes Mary?

A. realistic
B. investigative
C. social
D. enterprising
E. artistic

7. Jane is a freshman and her parents want her to be a nurse. However, Jane wants to make more money than nurses do and is seriously considering medical school. What should she do?

A. Take a pre-med major and choose an occupation according to how well she does.
B. Find out if her interests, abilities, values and career needs are like those of physicians.
C. Choose an occupation when she has investigated her own values, needs, interests, skills and abilities.
D. Try to get into a physician's assistant program so she could start earning a good salary without so many years of school.
E. Spend a day at a hospital observing the actual activities of both nurses and physicians.

8. Jeff has accepted a promotion to sales manager, a job in which he can count on steady employment without a lot of travel and with a reasonably good salary. Jeff could have continued to work as a commissioned salesman. He was offered the promotion because of his consistently high earnings as a salesman. Jeff's actions probably reflect which of the following rankings of career needs?

A.	B.	C.	D.	E.
Goal-setting	Recognition	Security	Challenge	Location
Freedom to act	Money	Location	Advancement	Advancement
Security	Challenge	Money	Planning	Supervision

9. Susan has the following ACT standard scores: English: 15; Social Studies: 32; Math: 19; Natural Science: 20; Composition: 22. What do these results mean?

A. Her scores are lower than the 35th percentile in all areas.
B. She had better avoid taking any English classes.
C. She has an exceptionally high score in Social Studies.
D. She should not elect a pre-medical major.
E. All of the above.

10. Which of the following is not a DATA skill?

A. designing a questionnaire.
B. comparing your ACT scores to the national norms
C. scheduling your time
D. writing a computer program
E. interviewing farmers to determine the kinds of accidents they have

11. Smith could have been a true renaissance man. He is an accomplished musician, has won a science scholarship and has shown a real talent for business while working for his father's company. In his first year he takes courses necessary for a music major, leaving little time for anything else. To make up for this, he takes a full load of math and science his sophomore year and still plays in the band. Although approaching his junior year with a 3.2, Smith is being pressured by his parents and friends to choose a major and stick to it. What might explain Smith's behavior?

A. He hasn't had good counseling from his advisor.
B. He is avoiding a choice because he is afraid to give up alternatives.
C. He is trying to get a truly well-rounded education.
D. He's responding to the expectations of his parents and friends.
E. He doesn't know where he can get the best grades.

12. Which of the following is not a reason that people fail to make decisions?
 A. They are afraid of failure.
 B. They are afraid to give up an alternative.
 C. Their locus of control is internal.
 D. They feel they have no real control over what happens to them.
 E. They want to do the best for everyone involved.

13. Joe, a high school senior from an upper-income family, says he values "justice" most highly. To him "justice" means a fair chance for everyone in the basics of life--housing, employment, education, legal rights and practices, and medical care. Which of the following of Joe's behaviors is the most inconsistent with his value?
 A. He won't let his sister try out for his neighborhood softball team.
 B. He lives in a "white" neighborhood and attends a "white" school.
 C. He turns down a request to contribute to the Heart Fund.
 D. He laughs aloud at a "Pollack" joke told by a Polish friend.
 E. He takes a job at a businessman's club that excludes minorities.

CAREER MARKET AWARENESS TEST

1. From which of these jobs are men excluded because they lack a bona fide job qualification?
   A. visiting nurse
   B. fashion model
   C. pre-school teacher
   D. gynecological counselor
   E. none of the above

2. Which of these workers can be expected to work more than 8 hours per day most frequently?
   A. Retail sales manager
   B. Personnel manager
   C. County health officer
   D. Insurance underwriter
   E. Hospital administrator

3. Which Office of Education Occupational Cluster would contain the occupation of urban planner?
   A. Agribusiness and Natural Resources
   B. Construction
   C. Transportation
   D. Communication and Media
   E. Environmental Control

4. Which occupation is not represented within the Phillips Petroleum Corporation?
   A. chemist
   B. accountant
   C. copy writer
   D. lawyer
   E. none of the above

5. Which of the following values would probably find greatest expression in the job of public health director?
   A. autonomy and knowledge
   B. recognition and altruism
   C. justice and personal health
   D. aesthetics and morality
   E. serving society and loyalty

6. Which would be the best source of information about the probable number of job openings in Michigan for a particular occupation?
   A. MOIS
   B. Occupational Outlook Handbook
   C. College Placement Annual
   D. Michigan Industrial Director
   E. Occupation Thesaurus

7. Karen most prefers these types of activities: competition, public contact, change and variety, adventure, aesthetics and the pursuit of knowledge. Which job would most probably allow Karen to express her interests?
   A. personnel manager
   B. agriculturist
   C. computer hardware sales
   D. librarian
   E. journalist

8. Which job requires some of all four kinds of skills: data, people, things, and self-management?
   A. advertising account executive
   B. industrial hygienist
   C. medical illustrator
   D. fabric designer
   E. all of the above.

9. Which job would MOST require all of these skills?
   --determining time, place and sequence of operations
   --choosing from alternative actions based on data analysis
   --influencing others in favor of a product
   --adjusting equipment by replacing or altering fixtures or attachments
   --starting, stopping and observing the functioning of machines

   A. film maker
   B. physician
   C. forester
   D. quality control engineer
   E. insurance underwriter

10. Which one of the following is not included in defining a "setting" cluster:
   A. location
   B. function
   C. skill
   D. field
   E. product

11. The following occupations have DOT numbers as indicated:

Cataloger	100.388
Editor, index	132.388
Disbursement clerk	186.388
Parcel Post clerk	231.388
Comparison shopper	296.388

   It can be said that all of the above are members of a:
   A. data group
   B. public service group
   C. worker trait group
   D. classifying occupation cluster
   E. none of the above

12. Jane has just graduated with a BA in Biology. She participated in a career preparation program in college. She has dreamed of doing aquatic research in the Great Lakes, living on a ship and having the winter to do laboratory research. She has just taken a job as a pharmaceutical representative for a major drug company. What would be the most plausible explanation of Jane's situation?
   A. The drug company paid more money.
   B. The aquatic research job required direct experience.
   C. She moved to Kansas to be near her fiance.
   D. She didn't have shipboard experience.
   E. She wanted to develop her sales experience.

COMMUNICATION SKILLS WORKSHOP

EVALUATION

The goals of this workshop are listed below. Please rate the attainment of each goal on the accompanying scales. Then rate each activity listed below the goal in terms of its contribution to the level of attainment reached (whether that level is high or low).

1. Increase your awareness of aspects of dyadic (two-person) communication.

This goal was:	Attained				Not Attained
Demonstrate the value of two-way communication	5	4	3	2	1
Introduce a model of two-way communication	5	4	3	2	1
Explain non-verbal aspect of communication	5	4	3	2	1
Explain the value of giving and receiving feedback	5	4	3	2	1

Activities Contributed: a lot=4, some=3, a little=2, not at all=1

____ Self-introduction

____ Blocks exercise

____ Restatement and clarifying questions role-play

____ Practice interview

____ Non-verbal card guessing

____ Personal profile non-verbal feedback interview

____ Video tape of interviews

2. Increase your awareness of group communication processes.

This goal was:	Attained				Not Attained
Demonstrate the functions of different roles in groups	5	4	3	2	1
Explain a model of leadership styles	5	4	3	2	1
Provide feedback to you about your behavior in a group	5	4	3	2	1

Activities Contributed: a lot=4, some=3, a little=2, not at all=1

____ "Pick a Color" group exercise

____ Survival Test group exercise

____ Observation of Survival Test Exercise

____ Video tape of Survival Test Exercise

3. Prepare you for employment and other interviews.

This goal was:	Attained				Not Attained
Introduce typical interview situation (questions, format)	5	4	3	2	1
Provide practice in talking about yourself	5	4	3	2	1
Provide practice in relating your skills to a job	5	4	3	2	1
Introduce the idea of taking the initiative in an interview	5	4	3	2	1
Provide practice in restating and asking clarifying questions	5	4	3	2	1

Activities contributed: a lot=4, some=3, a little=2, not at all=1

____ Restatement and clarifying questions role-play

____ Video tape of sample interviews

____ Personal profile non-verbal feedback interview

____ Non-verbal card guessing

____ Practice interview

Please describe your feelings and ideas about this workshop. We welcome suggestions.

APPENDIX T

SENIOR PLACEMENT READINESS SURVEY

This questionnaire is designed to help you assess your readiness for graduation and entry into graduate training or the "world of work." The Placement Office will use this information to assist you in your progress toward achieving your graduation goals.

Please complete this questionnaire and return it at the time of your senior interview with the Placement Office.

Thank you and best wishes for a successful senior year.

Director of Placement

For the following 20 questions please quickly estimate how many times you have done each of the following. Using this scale, put the appropriate letter in the space provided for each activity.

A. 0 times B. 1 to 3 times C. 4 to 9 times D. 10 to 15 times E. 16 or more times

Career Development

How often have you......

_____ 1. Written a letter asking for career information.

_____ 2. Participated in a workshop or other group session designed to teach career decision-making, or other career planning skills.

_____ 3. Had a work experience (for pay or not) related to your general career interests.

_____ 4. Prepared and submitted a resume as a part of applying for a placement (job, school, volunteer).

_____ 5. Taken part in an interview for a placement related to your general career interests.

_____ 6. Written a letter explaining your qualifications for a placement.

_____ 7. Used sources of occupational information such as computer career guidance systems, the Occupational Outlook handbook and other printed materials.

_____ 8. Sought out individuals working in an occupation that interests you, and asked them about their work.

_____ 9. Identified an actual job that matches your needs, interests, and values.

Academic

_____ 10. Studied very late the night before an exam.

_____ 11. Given an optional oral presentation (in class, or to some other group).

_____ 12. Done an optional written project (term paper, experiment, report, etc.)

_____ 13. Read more than the required material.

Social

_____ 14. Organized a party or other structured social occasion on your own.

_____ 15. Been elected officer of an organization, class or club.

_____ 16. Initiated a conversation with a student your own age.

Personal

_____ 17. Made something - either artistic or practical, or learned a new piece of music - when this was not required for a class.

_____ 18. Put off a decision until circumstances made the choice for you.

_____ 19. Participated in a new (to you) activity just to see how you would do.

_____ 20. Made an important personal decision by carefully considering - all of your needs, the full range of possible alternatives and their consequences, all the relevant information (from books or people) that you could find - before carrying out the best alternative.

-2- SKILLS INVENTORY - As you complete this be as accurate as possible. Try not to either over or under estimate yourself. Do not worry if any of the skills listed seems unfamiliar. You will be developing new skills throughout your life. This is just one way to help you evaluate your progress in these general areas.
Put the appropriate letter in space provided for each skill.

A. Strength - I have developed this skill to the point where I feel I could teach it to others.

B. Satisfactory - I can use this skill at a satisfactory level.

C. Developing - I have not yet developed this skill to a satisfactory level.

D. Aware - I am aware that this is an appropriate skill for college students to develop, but I have not yet begun to develop it.

E. Unfamiliar - I am unfamiliar with this skill, and so I can not say what my skill level is.

F. Uninterested - I don't feel it is necessary for me to develop this skill.

Student Survival Skills

_____ 1. Selective attention: The ability to perform a task in the presence of distracting stimulation or under monotonous conditions without significant loss in efficiency.

_____ 2. Skills Assessment: Ability to identify, describe, and evaluate one's own skills through analysis of one's experiences.

_____ 3. Long term memory: Ability to learn and store pertinent information and selectively to retrieve or recall, much later in time, that which is relevant to a specific context.

_____ 4. Assertive self-expression: Open, appropriate, direct expression of one's needs, wants, opinions and preferences without violating the rights of others.

_____ 5. Crisis management: Ability to handle personal loss, disappointment, stress and pressure, failure, etc. through self-control techniques, rational thinking, appropriate self-expression, and seeking help.

_____ 6. Sensitivity to problems: The ability to recognize or identify the existence of problems in personal, social, scientific and work areas.

_____ 7. Adaptability: Ability to relate skills developed in one environment (such as school) to the requirements of another environment.

_____ 8. Library: Locate basic reference materials and use them to identify sources of information with accuracy and completeness.

_____ 9. Managing one's own time and other resources: Make and keep a schedule, accomodate multiple demands, set goals and priorities; assess needs, coordinate your own actions, carry out a long-term project.

Problem Solving/Decision Making Skills

_____ 10. Inductive reasoning: The ability to take specific sets of information and to generate or conceive of general concepts which give structure and meaning to the information; that is, finding a general concept, principle, rule, or hypothesis to explain a set of specific instances.

_____ 11. Organize information: Sort objects; sort data; rate; rank; develop classifications.

_____ 12. Deductive reasoning: The ability to take given premises and reason to their necessary conclusion.

_____ 13. Occupational alternatives: Applying knowledge about oneself to information about jobs and employers in order to locate a variety of positions that match one's characteristics.

_____ 14. Implementing plans: Initiating, guiding and evaluating a strategy to implement a solution; monitoring results against standards of quality, quantity and completion time; modifying plans as necessary.

_____ 15. Generating alternatives: Produce a wide-range of solutions for the problem at hand including novel and original alternatives.

_____ 16. Planning: Organize known facts and estimates of human and material resources into a strategy to implement the chosen solution to a problem.

_____ 17. Decision making: Gather information and weigh costs and rewards of alternative solutions to a problem, and choose the best course of action in terms of relevant criteria.

_____ 18. Differentiation: Ability to define and assert one's level of responsibility for problem solution/decision making; for example, to refuse to solve problems beyond one's ability or interest.

_____ 19. Defining problems: Assessing the full range of needs, weighting the importance of these needs and describing a goal state in which the needs would be met in the order of their importance.

Written Communication

_____ 20. Ideational fluency: The ability to rapidly produce ideas about a given topic where quantity rather than quality of ideas is stressed (for example, producing as many ideas as possible about a given topic in five minutes).

_____ 21. Grammar: The ability to deal with forms and structures of words and their customary arrangement in phrases and sentences.

_____ 22. Basic Writing: Ability to write phrases, use appropriate punctuation, construct simple sentences, organize sentences into paragraphs; write personal and business letters; paraphrase written material.

_____ 23. Spelling: The ability to use letters properly to form words. Spelling also includes the ability to distinguish between correctly spelled and misspelled words.

_____ 24. Technical reading: The ability to read forms, notes, letters, memos, charts and tables, and manuals of a technical nature.

_____ 25. Reading for meaning: Ability to read textbooks rapidly for literal, interpretive, and evaluative comprehension and retention.

_____ 26. Graphic communication: Ability to design layouts, drawings, charts and tables, using scaling and measuring techniques, labels and dimensions and basic geometric principles to communicate ideas or summarize information.

_____ 27. Words: Know plurals, prefixes, suffixes, root words; contractions, abbreviations, and meanings; be able to use dictionary, synonyms, antonyms, homonyms, and context.

_____ 28. Advanced writing: Ability to organize paragraphs into connected discourse to form essays, speeches, memos, information reports, recommendation reports, or technical reports.

Oral Communication

_____ 29. Expressional fluency: The ability to rapidly put ideas into words, especially in oral or written connected discourse.

_____ 30. Speaking: Fluently express an idea or message using appropriate pronunciation, word choice and enunciation for a variety of audiences.

_____ 31. Originality: The ability to produce responses or ideas which are either clever or uncommon.

_____ 32. One to one conversation: Ability to participate in elementary social conversation, and task focused conversation and to express one's own point of view persuasively.

_____ 33. Listening: Attend to the speaker's words, gestures, expressions and organize these so as to produce an accurate representation of the speaker's message in notes or memory.

_____ 34. Oral presentations: Ability to give a well-prepared, persuasive, factual presentation while listening and responding to the audience in a variety of situations.

_____ 35. Supervisory communication: Give directions; describe expectations; give praise; give discipline.

_____ 36. Instructional communication: Give instruction by using lectures, audio-visual aids, demonstrations, and by leading group discussions.

Social Skills

_____ 37. Etiquette and social grace: Knowledge of the social behavior, manners, and ceremonies established by convention as acceptable in society or in a profession, and the ability to follow these rules.

_____ 38. Dealing with social situations: Skill in perceiving social situations correctly and reacting appropriately.

_____ 39. Style and grooming: Knowledge and skill in proper attire and grooming for a variety of occasions.

_____ 40. Social analysis: Knowledge of - economic theories, the varieties of political organization, the determinants of group behavior, and history, and the use of this knowledge in analyzing social problems and evaluating solutions.

_____ 41. Interview/counsel communication: Ability to ask and answer probing or open-ended questions, to confront others with discrepancies in their answers or behavior; to take part in a job interview.

Aesthetic Skills

______ 42. Cultural perspective: Understand and appreciate the development of own culture including poetry, art, literature, dance, theatre, architecture, rhetoric, the "classics", etc.

______ 43. Aesthetic judgment: The ability to make judgments concerning the compositional organization of art objects on the basis of variations in unity, proportion, form, color, and design.

______ 44. Value clarification: Know means of examining values (e.g. scientific, aesthetic, social, moral, and artistic) and have a clear understanding of one's own values and their relation to life decisions.

______ 45. Artistic expression: Produce an expression of a feeling or idea in an art form such as music, dance photography, poetry, fiction, sculpture, painting.

______ 46. Aesthetic analysis: Be able to describe aesthetic values as they appear in major styles of art forms by applying accepted techniques of analysis.

Scientific/Quantitative Skills

______ 47. Visualization: The ability to comprehend spatial patterns in two or three dimensions and to mentally manipulate or to transform them into other spatial patterns; the ability to visualize objects of two or three dimensions; to think visually of geometric forms.

______ 48. Scientific method: Design an experiment which demonstrates a scientific principle.

______ 49. Descriptive statistics: Skill in using means, medians, and standard deviations in describing samples or populations.

______ 50. Arithmetic computation: Skill in carrying out basic arithmetic and algebraic manipulations with or without a calculator or computer.

______ 51. Mechanical systems: A knowledge of elementary mechanical and physical principles and mechanical components, and skill in applying these to tasks.

______ 52. Materials: Knowledge of the characteristics, properties, and uses of common materials, such as wood, metals, and plastics.

______ 53. Computer: Understand the fundamental uses of computers; use pre-packaged computer programs, and write an elementary program.

Personal Skills

______ 54. Philosophy of Life: Be able to confront basic questions about the meaning and purpose of life in a disciplined fashion, and thereby continually recreate a personal framework for living in our world.

______ 55. Self-confidence: Having an on-going appreciation of one's worth as a unique individual no matter what others may think or how one behaves.

______ 56. Self-actualization: Being able to develop personal growth goals that are motivating; pursuing those goals with commitment including a willingness to take risks.

______ 57. Health: Being able to maintain physical health including fitness and a balance between work and recreation.

______ 58. Tolerance: Relate well to people with diverse backgrounds; understand and appreciate different world views and life styles.

______ 59. Self-awareness: Ability to identify, describe and determine the relative importance of one's needs, values, interests and weaknesses.

______ 60. Leadership: Ability to motivate others, gain acceptance, build rapport, cultivate cooperation, delegate tasks, instill confidence, build work teams.

PLACEMENT INFORMATION

Name ____

What occupation do you plan to enter after graduation from Alma or graduate/ professional school?

____

How certain are you of this choice? (circle one number)

1 2 3 4 5 6 7 8 9
Uncertain Certain

How satisfied are you with this choice?

1 2 3 4 5 6 7 8 9
Dissatisfied Satisfied

For what employer are you most likely to work? (be specific)

____

What will be your job title if you work for this employer? (be specific)

____

What yearly salary do you expect? ______________________

What three skills that you developed at Alma College will be most useful in this job?

1. ______________________
2. ______________________
3. ______________________

At present, who would you ask to be a reference?

1. ______________________
2. ______________________
3. ______________________

APPENDIX U

Thank you for coming to the last Career Preparation Program on-campus occasion for the class of '78.

When you have completed this questionnaire, please turn it in on your way to the salad bar. (The waitress will serve the main course when she sees that you have finished your salad.)

In completing the questionnaire, just give whatever answer seems best to you now. Please do not be concerned if you do not know an answer or if nothing comes to mind.

If you work quickly, I think you will be done in 30 minutes.

PART I

The Career Preparation Program's Penultimate Questionnaire?

Its called the penultimate (second-to-last) questionnaire because I will be sending you the last questionnaire a year from now. I know it will be hard to locate you then, so would you please give me some help by completing the following.

Your name ______________________________

Information on someone who will always know where you are:

Name ______________________ relationship to you ____________

Address ____
number street city state zip

Telephone number (   ) ______________
(area code)

Thank you

As you remember it now, what best describes your career planning status when you came to Alma?

_______ I was certain I wanted to be a ______________________
(name of occupation)

_______ I wasn't sure but thought I would like to be a ______________________
(name of occupation)

_______ I didn't have any career plans but knew I wanted to major in ______________
(name of major)

_______ No career plans; was considering a major in ______________________

_______ I was uncertain about both major and career plans

What do you think your parents had in mind as a desirable career for you when you came to Alma?

How satisfied are you at Alma College? (Circle a number on the scale below)

1 2 3 4 5 6 7 8 9
Dissatisfied Satisfied

When did you declare your current major?

___Freshman year ___sophomore year ___junior year ___senior year

What is your major? ______________________________

Second Major? ______________________________

How satisfied are you with this choice?

1 2 3 4 5 6 7 8 9
Dissatisfied Satisfied

What is your first occupational choice upon graduation (from Alma or graduate school)

____

How certain are you of this choice?

1 2 3 4 5 6 7 8 9
Uncertain Certain

How satisfied are you with this choice?

1 2 3 4 5 6 7 8 9
Dissatisfied Satisfied

How long has it been since you made this choice? _______ months

Sorry, the Wizard of Occupations has just obliterated your first choice (you can't have it, period). Please list alternative occupational selections that you would realistically consider.

______________________ ______________________

______________________ ______________________

______________________ ______________________

Check any classes you have taken. Circle the check mark if the class was required for your major.

- ___ Soc. 381 Interpersonal Relations
- ___ Eng. 200 Advanced Composition
- ___ Sp. & Theatre 126 Theatre Company
- ___ Sp. & Theatre 111 Fund. of Speech Communication
- ___ Sp. & Theatre 264 Business and Professional Speaking
- ___ Sp. & Theatre 122 Intercollegiate Debate
- ___Theatre & Dance 140-151 any dance class
- ___ NonDepartmental Mime Troupe
- ___ Bus. Ad 440 Business Policy
- ___ History (any upper division)
- ___ Other course which you feel developed your communication skills
  Specify ______________________

Please fill in the spaces in column A with your best estimate of the number of times you participated in each activity while at Alma. ("Placement" refers to a job, graduate/professional school acceptance or a practicum.)

When you have completed column A read the instructions for column B.

How often have you:

A			B
___	telephoned someone	to gain career information, an informational interview, a job interview	☐
___	visited an individual or a work place		☐
___	written a letter		☐
___	taken part in a seminar or discussion		☐
___	arranged a placement interview on your own initiative		☐
___	written a letter explaining your qualifications for a placement		☐
___	submitted a resume		☐
___	submitted an application for a placement		☐
___	been interviewed for a placement		☐
___	been asked to a second interview or to visit the placement site		☐
___	been offered a placement		☐
___	discussed your career plans with a Faculty member		☐
___	given an oral presentation in class while at Alma		☐
___	given an optional oral presentation (in class or out) while at Alma.		☐
___	seen a videotape of yourself		☐
___	completed a written project (term paper, research report, etc.) at Alma		☐
___	completed an optional written project while at Alma		☐
___	completed a practicum		☐
___	completed an independent study		☐
___	held office in a student organization		☐

B. Now please rate your feelings of comfort/ease/confidence in doing each of the above by placing a number from this scale in each box in column B.

1 = very uncomfortable no confidence	2 = uncomfortable little confidence	3 = comfortable fairly confident	4 = very comfortabl confident

A. Please fill in the spaces below with your values, interests, skills and weaknesses. Don't feel that every space must be filled or that you have to remember your previous answers. Just write down whatever you can in a few minutes. Then read the instructions for filling in the boxes under B below.

Please list some of your important:

Values ____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐

Interests ____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐

Skills
self-management ____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐

Transferable ____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐

Work content ____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐

Weaknesses ____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐
____________________ ☐ ____________________ ☐

What is your Holland type
(letters or words will do) __________ __________ __________

B. Please rate each of the characteristics (values, etc.) you have listed in terms of its involvement in the occupation which you listed as your first choice on page 1 of this questionnaire.

1=not involved 2=rarely involved 3=involved 4=frequently involved 5=very frequently involved

There are no right or wrong answers to the statements below. Circle A (Agree) or D (Disagree) for each statement, depending on whether or not it applies to you; that is, something you could or would say about yourself.

A D 1. What I used to think I wanted to become doesn't seem practical anymore.
A D 2. Almost any career seems appealing to me.
A D 3. I think I'll be happy with the career I have chosen.
A D 4. I wonder what kind of job I'll be able to get in my field.
A D 5. My attitudes and outlook are becoming more like the people I know in my field.
A D 6. I need to plan ahead for the future.
A D 7. I want a career that will give me the kinds of rewards I need.
A D 8. I'm trying to decide between two or three possible careers.
A D 9. My plans for the future are too indefinite.
A D 10. I'm pretty certain about the occupation I will enter.
A D 11. The occupation I have chosen will affect the kinds of friends I will have in the future.
A D 12. I'm tired of waiting to begin work in my field.
A D 13. I want to know what field of work I'm best suited for.
A D 14. There are several careers which I have already decided against.
A D 15. I don't know what I really want out of life.
A D 16. I hope I can find a job in my field after I graduate.
A D 17. I'm a lot happier now that my future career is clear to me.
A D 18. I won't let anything get in the way of reaching my goal.
A D 19. I don't have enough experience for a job in my field.
A D 20. I need information about occupations.
A D 21. The more I learn about things in my field, the more involved I become.
A D 22. I need to find out what jobs are available in my field.
A D 23. I've decided on the field I am going into.
A D 24. I'm interested in too many fields.
A D 25. I've become more realistic in my thinking about possible careers.
A D 26. I've changed my mind about what I wanted to become, now that I've learned more abou the field.
A D 27. I hope the people in my field will accept me.
A D 28. I'm more certain of the fields I don't want than what I do want.
A D 29. I need to decide on an occupation.
A D 30. I know what's important to me, but I don't know what kind of career would meet most of my needs.
A D 31. It's hard to know what to look for in a career.
A D 32. I need to start thinking about job interviews.
A D 33. The career I have chosen fits in with my personality.
A D 34. I wonder if I will be successful in life.
A D 35. I need to know more about the training required for some offthe occupations I am considering.
A D 36. I will probably have to move away from here to get a job in my field.
A D 37. I expect to go a long way in my field.
A D 38. I don't know if I have the right kind of personality for the work I am considering.
A D 39. I don't know how to look for a job in my field.
A D 40. I feel I can overcome any obstacles in the way of my goal.
A D 41. I can't decide on a career because my interests keep changing.
A D 42. The people in my field have certain expectations of me.
A D 43. I want to be trained for a specific job.
A D 44. It's unlikely that I will change my mind about my career plans.
A D 45. I don't know how to go about deciding on a career.
A D 46. There are not many job opportunities in the field that I really like.
A D 47. I'm looking forward to getting out of school and getting started in my career.
A D 48. I think I'm ready to choose a specialty within my chosen field.

PART II

There is only one BEST answer to each of these questions. Please circle the correct answer.

16. Which would be the best source of information about the probable number of job openings in Michigan for a particular occupation?
A. MOIS
B. Occupational Outlook Handbook
C. College Placement Annual
D. Michigan Industrial Directory
E. Occupational Thesaurus

22. Karen most prefers these types of activities: competition, public contact, change and variety, adventure, aesthetics and the pursuit of knowledge. Which job ould most probably allow Karen to express her interests?
A. personnel manager
B. agriculturist
C. computer hardware sales
D. librarian
E.. journalist

3. Which job would MOST require all of these skills?
--determining time, place and sequence of operations
--choosing from alternative actions based on data analysis
--adjusting equipment by replacing or altering fixtures or attachments
--starting, stopping and observing the functioning of machines
--influencing others in favor of a product
A. film maker
B. physician
C. forester
D. quality control engineer
E. insurance underwriter

4. Jane has just graduated with a BA in Biology. She participated in a career preparation program in college. She has dreamed of doing aquatic research in the Great Lakes, living on a ship and having the winter to do laboratory research. She has just taken a job as a pharmaceutical representative for a major drug company. What would be the most plausible explanation of Jane's situation?
A. The drug company paid more money.
B. The aquatic research job required direct experience.
C. She moved to Kansas to be near her fiance.
D. She didn't have shipboard experience.
E. She wanted to develop her sales experience.

5. Smith, who wants to work with animals, majored in Biology on the suggestion of her advisor. She graduates with a 3.7 and spends six months looking for a job working with animals. Finally, she gets a job at a breeding laboratory where animals are raised for research purposes. She works with animals, the pay is good, but she is unhappy with the job. Why?
A. She is not as interested in working with animals as he thought.
B. She didn't think about how she wanted to work with animals.
C. Her advisor should have told her about the limited opportunities.
D. She is just not ready to work yet. She should have gone to graduate school.
E. None of the above.

6. Adrian loves poetry and literature. He spends most of his time reading. His first choice of a career plan is to become a high school English teacher. What would be the best alternative career plan in case he cannot find a job teaching English? (assuming job opportunities are equal)
   A. textbook salesman
   B. librarian
   C. private tutor
   D. advertising copywriter
   E. public relations agent

7. Jeff has accepted a promotion to sales manager, a job in which he can count on steady employment without a lot of travel and with a reasonably good salary. Jeff could have continued to work as a commissioned salesman. He was offered the promotion because of his consistently high earnings as a salesman. Jeff's actions probably reflect which of the following rankings of career needs?

A.	B.	C.	D.	E.
Goal-setting	Recognition	Security	Challenge	Location
Freedom to act	Money	Location	Advancement	Advancement
Security	Challenge	Money	Planning	Supervision

8. Jane is a freshman and her parents want her to be a nurse. However, Jane wants to make more money than nurses do and is seriously considering medical school. What should she do?
   A. Take a pre-med major and choose an occupation according to how well she does.
   B. Find out if her interests, abilities, values and career needs are like those of physicians.
   C. Choose an occupation when she has investigated her own values, needs, interests, skills and abilities.
   D. Try to get into a physician's assistant program so she could start earning a good salary without so many years of school.
   E. Spend a day at a hospital observing the actual activities of both nurses and physicians.

9. Smith could have been a true Renaissance man. He is an accomplished musician, has won a science scholarship and has shown a real talent for business while working for his father's company. In his first year he takes courses necessary for a music major, leaving little time for anything else. To make up for this, he takes a full load of math and science his sophomore year and still plays in the band. Although approaching his junior year with a 3.2, Smith is being pressured by his parents and friends to choose a major and stick to it. What might explain Smith's behavior?
   A. He hasn't had good counseling from his advisor.
   B. He is avoiding a choice because he is afraid to give up alternatives.
   C. He is trying to get a truly well-rounded education.
   D. He's responding to the expectations of his parents and friends.
   E. He doesn't know where he can get the best grades.

10. During an interview for a management trainee position, the recruiter says, "Currently we have no women in middle-management positions." Which would be the best clarifying response for a woman?
A. "It sounds like your company is not interested in hiring me for a middle management job. What kind of jobs do you have for women?"
B. "I'd like to know why you don't have any women in such positions."
C. "That would mean that as a management trainee I'd be working for a man. I've done well working for men in the past."
D. "It appears that women have not advanced into middle-management in your company. Would that mean I'd have difficulty in advancing because I'm a woman?"
E. "Are you wondering if I would have trouble working for a man?"

11. Which one of the following is NOT a description of a criteria for effective feedback?
A. It describes one's own reaction as well as the probable motivation of the sender.
B. It is given at the first opportune time following the incident.
C. It is given to the sender when he/she is in a position to donsomething about it.
D. It is given to the sender when she/he asks for it.
B. It describes to the sender as specifically as possible what was done or said.

12. Which of the following is least likely to be said by the recruiter during an employment interview?
A. "What is your major weakness?"
B. "Are you planning to be married soon after graduation?"
C. "Can you take instructions without feeling upset?"
D. "What interests you about our product and services?"
E. "Tell me a story."

13. What would be the MOST important loss to you in being interviewed for a job by telephone rather than in person?
A. Knowing the age and appearance of the interviewer.
B. The interviewer knowing what you look like.
C. Being able to show the interviewer examples of your written work.
D. Seeing the interviewer's response to your statements.
E. Being able to show the interviewer how interested you are in the job.

14. Frequently people use a variety of defenses to avoid self-directed decision-making. In contrast, basic to someone who starts an active decision-making process is that he/she:
A. Seeks advice available and then makes a decision.
B. Knows both his/her own limitations and the limits of the job market.
C. Believes in his/her ability to influence his/her future.
D. Makes decisions that are carefully planned rather than spontaneous.
E. Has a great many alternatives to choose from.

15. Simplicity in dress is the best rule for most interviews. T F

16. If there is something important to note during the interview, it is good policy to take a few notes. T F

17. In preparing for an interview opportunity, the first thing you should do is sign up for an interview on campus or contact the employer you are interested in. T F

18. It is illegal for an employer in the state of Michigan to ask about marital status or age in an interview. T F

19. If you are invited to participate in a second interview, the odds of being offered a job are probabl better than 50%. T F

20. One should always take their cues from the interviewer. T F

Please evaluate the level to which you developed each skill and ability listed below while at Alma College using this scale:

1 = this skill was developed to a very high degree
2 = this skill was developed to a moderate degree
3 = my skill level was increased slightly
4 = my skill level was the same as at entry to Alma

COMMUNICATION

____ 1 letter writing
____ 2 report writing
____ 3 impromptu speaking
____ 4 formal speaking
____ 5 interpersonal communication
____ 6 communication in groups
____ 7 interviewing techniques
____ 8 English grammar
____ 9 information gathering techniques
____ 10 essay and speech writing
____ 11 summarizing information
____ 12 data analysis

GENERAL

____ 15 library research
____ 16 speed reading
____ 17 typing
____ 18 reading for meaning
____ 19 note taking
____ 20 physical coordination
____ 21 employing logical processes
____ 22 producing new ideas/products
____ 23 examining and comparing values
____ 24 tact and diplomacy
____ 25 self-motivation
____ 26 maintaining physical fitness
____ 27 handling stress and pressure

ORGANIZATION

____ 28 decision making
____ 29 task organization
____ 30 supervision
____ 31 brainstorming
____ 32 scheduling
____ 33 planning activities
____ 34 budgeting
____ 35 defining problems
____ 36 formulation of objectives
____ 37 coordinating actions
____ 38 delegation of tasks
____ 39 assessing needs
____ 40 setting priorities
____ 41 allocating resources

ARTS AND HUMANITIES

____ 42 book reviewing
____ 43 photography
____ 44 painting
____ 45 knowledge of literature
____ 46 creative writing
____ 47 crafts
____ 48 knowledge of music
____ 49 acting skills
____ 50 vocal music
____ 51 instrumental music
____ 52 speak foreign language
____ 53 read foreign language

SCIENCE

____ 54 computer science
____ 55 statistics
____ 56 experimental design
____ 57 chemical analysis
____ 58 dissection
____ 59 hypothesis generation
____ 60 hypothesis testing
____ 61 laboratory techniques
____ 62 basic math skills
____ 63 formal logic
____ 64 knowledge of life processes
____ 65 scaling and measurement
____ 66 assessing the social environment
____ 67 classification skills

RESUME RATING FORM

APPENDIX V

_________ Student identification number

Rate each boxed item using this scale:

4 = outstanding
3 = above average
2 = average
1 = below average
0 = unacceptable

Heading

☐ adequacy of personal data (permanent address & phone, campus address & phone)

Check any illegal information included: ___age ___sex ___race ___religion ___national origin ___marital status ___height ___weight

Is date of availability included? ___yes ___no

Is willingness to relocate indicated? ___yes ___no

Employment Objective

check if an objective is not included ___

☐ generality (content defines knowledge of entry level occupations and relation to skills, interests and states current long range goals)

☐ wording (grammar, sentences, vocabulary, etc. - reads well)

Education: put a check mark next to all items that are included as specified

___dates of attendance
___title of degree including major
___emphasis within or beyond major
___exceptional undergraduate experiences described with skills identified
  ___independent study
  ___research
  ___fieldwork
  ___practicum

___honors identified
  ___cum laude
  ___dean's list
  ___GPA
  ___academic awards
  ___elective office

☐ overall rating of presentation of education

Experience: put a check mark next to all items that are included as specified

___order (most recent first)
___specific dates given
___summer jobs
___part-time college jobs

___duties & responsibilities for each job (enough for most employers)
___action verbs used in describing job activities
___same verb tense maintained throughout
___transferable skills identified
___relevant volunteer or unpaid work described

☐ overall rating of presentation of experience

Activities

is this section included ___yes ___no

☐ overall rating of presentation of activities

Format

☐ readability
☐ length
☐ overall appearance

☐ design (margins, spacing)
☐ highlighting of important information

If, you, as an employer, had a position appropriate for an applicant with the background indicated on this resume, would you interview this applicant? Check one.

___No
___Only if the applicant contacted me
___Yes, I would contact the applicant
___Yes, I would make whatever arrangements necessary to interview (e.g. pay travel expenses)

APPENDIX W

ALMA COLLEGE
CAREER PREPARATION PROGRAM
CURRENT STATUS

As the Career Preparation Program has been in operation for approximately three years, the following is a brief description of the main activities of the program for students and faculty.

STUDENT PROGRAMS

Supporting Resources		Activity
Pre-College testing ACCD Staff	1.	Pre-enrollment assessment of education and vocational interests--assignment to an advisor.
ACCD Staff Workshop materials	2.	Administration of Strong Interest Inventory with results to faculty advisor 3 weeks after start of fall term.
ACCD Staff	3.	Administration of planning activities and skills survey with results to faculty advisor prior to first advising session.
Personal Profile Student workshop materials Student's Advising folder	4.	Completion of first phase of advising guide for or with advisor.
1. Money for students to travel to practicum sites. 2. Video equipment to develop communication skills 3. Career Information Center 4. Career Consultant Network 5. Career Seminars 6. Additional individual testing.	5.	Utilization of workshop program based on student or joint faculty-student iniative - (these workshops result in skill assessment in several areas, self knowledge, development of career planning skills, practicum plans, selection of graduate programs, etc.).

Student Programs, continued

Supporting Resources	Activity
Workshops Past Records Individual Testing	6. Development of Personal Profile for use in advising, course planning,etc.
Career Consultant Network of 350 plus volunteers.	7. Participate in seminars and career exchanges with practicing professional.
Career Consultant Network Information on past practicums Directory of established practicums Funds for visits Student workshops	8. Development of a practicum
Senior Sequence Workshop Placement readiness interviews On-campus interviews In-city interview program	9. Participate in placement program

FACULTY PROGRAM

Supporting Resources	Activity
Staff Colleagues Advising Sourcebook Handouts	1. Pre-school advising workshops over several areas to help faculty develop skills in working with students Use of PASS Use of Strong Use of Advising Guide Interview process
ACT SAT PASS High School record Advisor Assignment Survey	2. Student advising using folder containing history of measured academic skills, interests and stated needs. Also includes self-assessment of skills thought necessary for student success.
Career Consultant Network Faculty contacts Budgeted professional costs for consultants	3. Financial and personal resources to support consultant visits to the campus to meet with students, present in class, etc.
Reference sources in Career Information Center Records of past practicums Funds for travel	4. Individual faculty visits or visits with students to places of potential employment or practicum opportunities, or to consult with a colleague about a career issue.
Career Information Center Staff Site visits Career Consultant Network Funds	5. Development of career information related to one's discipline.
Staff Pre-school workshop Pre-school conference Career seminars	6. Participate as designers and learners in periodic workshops to critically evaluate and implement the consideration of career planning activities by the liberal arts faculty and students.
Placement Report Staff	7. Follow up on the career progress of Department majors, showing trends
Staff Career Consultant Network Funds Faculty referral	8. Sabbatical opportunities in career exploration activities.

APPENDIX X

FOCUS OF THE CONFERENCE

The goal of the Conference is to assist in the development of programs for Career Planning and Placement Centers in the small college. In recent years the functions of these centers have received increased attention as important factors contributing to student development. Admissions officers are now realizing the value of an active, dynamic career planning and placement center and its effect on enrollment.

This Conference will provide an opportunity for participants to share the practices, problems, and programs of those working in small colleges. An important objective of the workshop is to structure a meaningful professional growth experience in a comfortable, inexpensive and relaxed atmosphere.

ATTENDANCE

The Conference is open to members and non-members of ACPA having a professional or personal interest in career planning in the small college.

WORKSHOP SETTING

Alma College, a small liberal arts college, is located at the geographic center of Michigan's lower peninsula near the intersection of U.S. Rt. 27 freeway and Michigan Highway 46. Alma has the perfect atmosphere for a successful living-learning situation.

TRANSPORTATION

Alma is accessible by air through Chicago or Detroit into Lansing. Pick up will be at 4:45 p.m. Other pick-ups may be arranged if notified in advance. By automobile take U.S. Rt.27 to Alma exit, follow Superior St. to Alma College.

HOUSING

Participants will be housed inexpensively in residence hall units. Nearby motels (2 miles) are available for those wishing to make their own arrangements:

Alma Motel 517-463-1135
Travelodge 517-463-6131 or
517-255-3060

WORKSHOP SCHEDULE

WEDNESDAY	6:00 p.m.	Registration - Gelston Hall Lobby		
	7:45 p.m.	Welcome - Ginny Riser-Schoch		
	8:00 p.m.	Keynote Address - DR. MARTIN KATZ, Developer of SIGI, *"Decision-Making by the College Student: What our Research Shows us."*		
	9:00-10:00 p.m.	Current and Future Status of SIGI - Dr. Martin Katz	Consortium Cooperation as an Effective Professional Development Tool.	
THURSDAY	8:00- 9:00 a.m.	Breakfast		
	9:00-10:00 a.m.	Speaker - DR. BRADLEY SAGEN, Director of National Project to prepare Liberal Arts Students for the World of Work, *"Necessary Elements for Career Planning and Placement in the Liberal Arts."*		
	10:30-10:45 a.m.	Break		
	10:45-12:00 p.m.	Rational-Emotive Therapy: A Unique Approach to Career.	What Are the Schools Doing? An informal working session - Dr. Bradley Sagen.	The Career Library. Where would we be without it?
	12:45- 1:15 p.m.	Lunch		
	1:30- 3:00 p.m.	A Network of Helpers.	After the Dollars Cease, Then What?	Life on a Roller Coaster: Reflections on the First Year as a New Director of Career Planning and Placement.
	3:00- 3:15 p.m.	Break		
	3:15- 4:30 p.m.	Preparing Males for the Career Females.	Realities and Practical Strategies for Obtaining Academic Credit for Career Development Courses.	Management of Career Information.
	5:15- 6:15 p.m.	Dinner		
	6:30- 8:00 p.m.	Virginia Western's Career Education Program: Inter & Intra Institutional Cooperation.	Counseling the re-entry student. Effective strategies.	Evaluating Career Development.
	8:30-11:00 p.m.	Hospitality Time.		
FRIDAY	8:00- 9:00 a.m.	Breakfast		
	9:00-10:30 a.m.	The College Counseling Center Impacting the High School Career Counseling Program.	Faculty as Career Advisors.	Minicourses in Career Planning Models for Development Implementation and Evaluation.
	10:30-10:45 a.m.	Break		
	10:45-12:00 p.m.	Identifying Classroom-based Life/Career Skills.	Comprehensive Career Development and Placement Program.	Ageism and its Effects on Career Counseling.
	12:00- 1:00 p.m.	Lunch		
	1:00- 2:00 p.m.	Panel Discussions - "Shared Issues and Important Concerns"		

All participants are encouraged to bring materials they have developed or find useful.

REGISTRATION FORM

RETURN TO:
Ginny Riser-Schoch
ACPA Workshop
Alma College
Alma, MI 48801
Phone (517) 463-2141, Ext. 345

ACPA WORKSHOP: CAREER PLANNING & PLACEMENT IN THE SMALL COLLEGE

NAME ____________________

____________________ Position or Title

____________________ Institution

____________________ Mailing Address

____

City State Zip

Registration fee includes meals, materials and refreshment breaks.

ACPA Members fee $60.00 ____________________
Non-Acpa Members fee $70.00 ____________________
Full time student fee $35.00 ____________________
Room rent - per night $ 6.00 ____________________
Total amount enclosed $ ____________________
APGA-ACPA Membership number ____________________

Housing Request:
Alma College Residence Halls
____
____

I will make my own lodging arrangements ☐
I will need a ride from the airport ☐
I will arrive on flight # ____

Make checks payable to:
ALMA COLLEGE CAREER CONFERENCE

Registrations should be received by May 1, 1979.

On site registrations should be arranged with the Conference Director.

WORKSHOP PRESENTATIONS

Nancy Sims, Director, Career Planning & Placement, North Central College, Naperville, IL.
Barbara Karchin, Director, Career Planning & Placement, Illinois Benedictine College. "Consortium Cooperation as an Effective Professional Development Tool." Benefits of Consortium efforts and methods of developing such a program.

John W. Albright, Counselor, Piedmont Virginia Community College, Charlottesville, VA. "Rational-Emotive Therapy: A Unique Approach to Career Counseling." The intent of this workshop is to provide both information and experiences that will help participants learn and implement RET techniques in career counseling situations.

Fran Wallace-Schutzman, Asst. Director, Career Plans, Ithaca College, Ithaca, NY.
Joy Evans, Director, Career Plans, Ithaca College, Ithaca, NY. "The Career Library--Where Would We Be Without It." How the Career Library can be initiated, organized and maintained at low cost.

Patricia Somers, Director, Life/Work Planning, Denison University, Granville, OH. "A Network of Helpers." Will present how to select a system of para-professional career advisors and how to implement systems on your own campus--from paperwork to training to evaluation.

Daniel W. Behring, Director, Advising, Counseling & Career Development, Alma College, Alma, MI. "After the Dollars Cease, Then What." Will discuss the Alma Career Preparation Program, findings and methods of continuation when the grant money runs out.

Barbara Karchin, Director, Career Planning & Placement, Illinois Benedictine College, Lisle, IL. "Life on a Roller Coaster: Reflections on the First Year as a New Director of Career Planning & Placement." Which approaches of the many tried seemed to work for a small college campus.

Eugene W. Schoch, Visiting Professor of Sociology, Alma College, Alma, MI. "Preparing Males for the Career Females." Discuss counseling issues re males encountering females as peers, colleagues, supervisors, superiors and mates.

Pat Howland, Counselor/Asst. Professor, Quinnipiac College, Hamden, CT. "Realities and Practical Strategies for Obtaining Academic Credit for Career Development Courses." Principles, political structures, strategies and sensitivities needed in seeking credit.

Elizabeth Twitchell, Asst. Director, Counseling and Career Development, Saint Mary's College, Notre Dame, IN. "Management of Career Information." This workshop is intended for those who have a collection of materials but need a good way to make it more accessible to the populations they serve.

Dale Furbish, Coordinator of Career Development, Virginia Western Community College, Roanoke, VA. "Virginia Western's Career Education Program: Inter- and Intra-Institutional Cooperation." Participants will be exposed to concepts of inter- and intra-institutional cooperation and the results of this cooperation.

Ginny Riser-Schoch, Counselor, Adv., Couns. & Career Dev., Alma College, Alma, MI. "Counseling the re-entry Student." Theories of development and strategies for counseling the influx of non-traditional students will be discussed.

Lillian Buchanan, Assoc. Director, Adv., Couns. & Career Dev., Alma College, Alma, MI. "Evaluating Career Development." Planning and carrying out a thorough evaluation of career development services which will satisfy the information needs of both staff and funding sources.

C. Joseph Martin, Director, Counseling Center, Davis & Elkins College, Elkins, WV.
Kenton McCoy, Director, Career Planning & Placement, Davis & Elkins College, Elkins, WV. "The College Counseling Center Impacting the High School Career Counseling Program." Participants should leave with a good idea of how the program could be implemented in their own schools, adapting the materials for their own situation.

Nancy Campbell, Asst. Director and Wayne Carlisle, Director, Career Planning & Placement, Ohio Wesleyan Univ., Delaware, OH. "Faculty as Career Advisors-presenting a one day workshop for faculty on skill improvement." One way of increasing faculty awareness of how to integrate career advising with their academic advising contacts.

Susan S. Singhas and John W. Albright, Counselors, Piedmont Virginia Community College, Charlottesville, VA. "Mini-courses in Career Planning--Models for Development, Implementation, and Evaluation." Discuss development, methodology, selection of materials and evaluation of minicourses.

Des Forney, Director, Career Services, Gettysburg College, Gettysburg, PA. "Identifying Classroom-based Life/Career Skills." Through exposure to this method of examining course components for skills-based information, participants will receive the background necessary to implement similar projects at their own institutions.

Rick Fogelman, Assoc. Director, Career Development & Placement Services; Wes Stephens, Director; Nancy Laughner, Career Information Specialist; Delta College, University Center, MI. "Comprehensive Career Development and Placement Program." Professional career development specialists will explain the services, resources, staffing patterns, administration structure, marketing strategies, and evaluation procedures at Delta College.

John A. Malacos, Director of Counseling, Rio Grande College, Rio Grande, OH. "Ageism and its Effects on Career Counseling." Developmental patterns of adults, "ageism" and its effects, and counseling strategies to assist in life planning.

AMERICAN COLLEGE PERSONNEL ASSOCIATION

PROFESSIONAL DEVELOPMENT COMMITTEE
and COMMISSION VI

Announce

THE 3RD CONFERENCE ON

Career Planning and Placement in the Small College

May 9-11, 1979

ALMA COLLEGE, ALMA, MI 48801

DESIGNED ESPECIALLY FOR:

- administrators of career planning and placement offices
- persons interested in new evaluation methods
- program development within one and two person offices

ALMA COLLEGE
ALMA, MICHIGAN 48801

AMERICAN COLLEGE PERSONNEL ASSOCIATION

ACPA serves over 7000 members through a variety of programs and publications. The Continuing Education Committee sponsors numerous conferences and workshops related to higher education in general and especially deals with those issues which directly affect students and college student personnel workers. The workshop herein announced is designed to deal with the issue of "CAREER PLANNING AND PLACEMENT IN THE SMALL PRIVATE COLLEGE" tricks and tips.

FOCUS OF THE CONFERENCE

The goal of the Conference is to assist in the development of programs for Career Planning and Placement Centers in the small private college. In recent years the functions of these centers have received increased attention as important factors contributing to student development. Admissions officers are now realizing the value of an active, dynamic career planning and placement center and its effect on enrollment.

This conference will provide an opportunity for participants to share the practices, problems, and programs of those working in small, private colleges. An important objective of the workshop is to structure a meaningful professional growth experience in a comfortable, inexpensive and relaxed atmosphere.

ATTENDANCE

The conference is open to members and non-members of ACPA having a professional or personal interest in career planning in the small private college.

Consultant: Tom Bachhuber, Director of the Career Development Center, University of Maryland, former Director of the Center for Academic Career Advising at Coe College Author of Directions: A Guide to Career Planning.

Career Conference Director: Ginny Riser-Schoch

HOUSING

Participants will be housed inexpensively in the residence hall units. A limited number of rooms are available in the Conference Center for spouses and families. Nearby motels (2 miles) are also available for those wishing to make their own arrangements.

Alma Motel - 517-463-1135

Travelodge - 517-463-6131 or
800-255-3050

TRANSPORTATION

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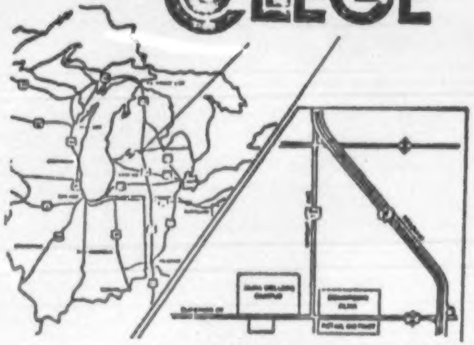
ALMA COLLEGE



WORKSHOP SETTING

Alma College, a small liberal arts college, is located at the geographic center of Michigan's lower peninsula near the intersection of U.S. Rt. 27 freeway and Michigan Highway 46. Alma has the perfect atmosphere for a successful living-learning situation.

RETURN TO:

Ginny Riser-Schoch
ACPA Workshop
Alma College
Alma, MI 48801
Phone (517) 463-2141, Ext. 345

ACPA WORKSHOP: CAREER PLANNING & PLACEMENT IN THE SMALL COLLEGE

NAME ______________________________

______________________________ Position or Title

______________________________ Institution

______________________________ Mailing Address

____
City State Zip

Registration fee includes meals, materials and refreshment breaks.

ACPA Members fee $50.00 ____________

Non-Acpa Members fee $60.00 ____________

Full time student fee $35.00 ____________

Room rent - per night $ 6.00 ____________

Total amount enclosed $ ____________

APGA-ACPA Membership number ____________

REGISTRATION FORM

Housing Request:

Alma College Residence Halls

____

____

I will make my own lodging arrangements ☐

I will need a ride from the airport ☐

Make checks payable to:

ALMA COLLEGE CAREER CONFERENCE

Registrations should be received by May 1, 1978.

On sight registrations should be arranged with the Conference Director.

Please indicate workshop presentations you are tentatively interested in attending:

- "A Model for Life Career Planning"
- "Alma College: 2 Years Later"
- "Using Interest Tests in Career Planning"
- "Maximizing Time Without Sacrificing Effectiveness: . . . ."
- "Scratching Three Backs: . . . ."
- "Integrating Career Planning Into Freshman English"
- "Writing Grant Proposals"
- "The Career Development-Decision Making Process"
- "How do They Decide: . . . ."
- "Integration of Student Advising, Orientation, Testing and Placement"
- "A Model for Training Undergraduate Paraprofessionals in Career Programming Skills"
- "A Design for Assisting Students in Academic Major Selection"
- The Alma College Career Preparation Program
- "Career Planning Apply Theory from Beginning to End"
- "Placement: An Aggressive Approach to Job Market"
- "Evaluating Career Development"
- "Career Counseling for Non-Traditional Careers"
- "Time Management"
- "Federal Funding"

What is your main objective in attending this Conference? ______________________________

____

Alma College
Alma, MI 48801

FIRST CLASS

AMERICAN COLLEGE PERSONNEL ASSOCIATION
THE CONTINUING EDUCATION DIVISION
and COMMISSION VI
announce

THE 2ND CONFERENCE ON
CAREER PLANNING AND PLACEMENT
IN THE PRIVATE COLLEGE

May 10-12, 1978
Alma College, Alma, MI 48801

American College
Personnel Association

DESIGNED ESPECIALLY FOR:

- administrators of career planning and placement offices
- persons interested in new evaluation methods
- program development within one and two person offices
- sharing of ideas and obtaining information about federally funded and exemplary projects in career planning and placement

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (*1*)	ASIAN OR PACIFIC ISLANDER (*2*)	BLACK/NEGRO (*3*)	CAUCASIAN/WHITE (*4*)	HISPANIC (*5*)	TOTAL (*sum of columns (1) through (5)*) (*6*)	HANDICAPPED (*7*)	GIFTED AND TALENTED (*8*)	LOW INCOME (*9*)	MALE (*10*)	FEMALE (*11*)
STUDENTS											
ELEMENTARY (*K-6*)											
MIDDLE/JUNIOR HIGH (*7-9*)											
SENIOR HIGH (*10-12*)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (*non-matriculated*)			4	480	3	487		12	5	212	275
SUB-TOTAL			4	480	3	487					
EDUCATIONAL PERSONNEL											
TEACHERS			-	46		46					
COUNSELORS			-	4		4					
ADMINISTRATORS			-	3		3					
MEMBERS OF THE BUSINESS/LABOR/INDUSTRY COMMUNITY			2	116		118					
PARENTS				8		8					
OTHER (*specify*)											
TOTAL			6	657	3	666					

OE FORM 467, 2/76

ABSTRACT

Project Number: 554AH70329
Grant Number: G0077C0108
Final Report for the Period October 1, 1977 - December 31, 1978
The Alma College Career Preparation Program
Category: Settings
Daniel W. Behring, Project Director
Alma College, Alma, Michigan

BACKGROUND

Alma College, Alma, Michigan, enrollment 1200, initiated in January 1976 a comprehensive career preparation program jointly funded by the College and the W. K. Kellogg Foundation. The College applied for and received funds from the Office of Career Education in 1976 to develop the practicum component of the program. The total program was designed to strengthen traditional career planning services, add new programs that support and augment the strengths of the liberal arts program and more effectively integrate the student's educational progress with plans to enter the world of work. Much emphasis was also placed upon the development of faculty career planning skills and encouraging them to develop professional liaison with colleagues in business, research, industry, public service, etc. The practicum component has become a successful element of the program, and again in 1977 the College received additional funds from the Office of Career Education to continue the development of that aspect of the program. This report is a summary of the major activities of the program and a very detailed consideration of a wide range of research conducted with the participants of the program. The goals for the total program have been reported previously. The goals for the practicum component are reviewed here.

Students

Exhibit initiative in job exploration and selection
Obtain practical experience
Become aware of how personal skills and characteristics may be applied to various job opportunities
Develop entry-level work skills in at least one work role

Faculty

Gain greater knowledge of application of their disciplines
Establish working relations
Obtain information and ideas from the world of work that will help to develop useful and intellectually challenging additions to course programs
Increase their utilization of classroom consultants from the world of work

MAJOR ACTIVITIES

Students in the program participate in a variety of activities. The student workshops are a basic component of the program. Students may engage in activities that are designed to assist them in developing an awareness of their strengths, interests, needs, and values as well as knowing how to utilize the usual entry information. Students are helped to learn how to analyze the world of work, develop communication and interview skills, design effective resumes and market the skills and personal characteristics which they have developed. Students have many opportunities to work with practicing professionals. A computerized search system has been developed to help students find a professional consultant.

The practicum program has grown over 200% since efforts were first initiated to formalize the program. Students develop a contract with a faculty member and a non-faculty supervisor for a practicum experience. A faculty handbook, practicum catalog, and practicum procedures guidelines have been developed. Students receive credit for practicums and they may also receive pay.

Evaluations have now been made with a variety of tools on the members of three entering classes of students. Comparative evaluations have been carried out using data from the 50 members of a Pilot and Control group.

Faculty patticipation has once again increased. In 1976, 12 faculty members volunteered to undergo special training to improve their career awareness and career planning skills. At the writing of this report greater than 70% of the faculty have participated in special workshops or programs for faculty. All departments except one have sponsored practicums and there have been 101 visits to professionals in the field during the period of this grant. The traditional role of the advisor has been expanded to include career preparation activities.

EVALUATION

The Final Report describes the evaluation of the major objectives of the program. In addition a variety of formative evaluations have been conducted on procedures, tools, and activities. Analysis of two pilot groups and members of the classes of 1978, 79, 80 and 81 have been conducted to evaluate growth in career development using the Assessment of Career Decision Making (ACDM). These classes have also been

ABSTRACT, continued

studied as to their learning of career planning skills and information. Regression studies have also been conducted to determine the relationship that participation in career preparation activities may have upon skills identification and to participation in independent career planning activities. The Class of '78 pilot group has been compared to their controls in assessment of placement readiness.

Several of the findings of the research are:

1. For students not satisfied with their choice on entering college, participation in CPP activities leads to an increase in scores in decision making.
2. Participation in CPP is positively correlated with satisfaction with major and arranging a practicum.
3. Having a practicum is positively correlated with participation in CPP workshops.
4. Students who participate in CPP activities are judged by qualified raters to have better resumes. Participants also report higher skills development in communication and work-related skills.

A very lengthy evaluation section is included in the final report which includes additional consideration of faculty activities.

PARTICIPANTS

Levels/Groups Served: College-age Students/Faculty/Professionals in government, labor, industry, and business.

Type of Area Served: Small town, urban, suburban

Number of Persons Served:		
	Male:	212
	Female:	275
	Faculty:	46
	Business, Labor, Industry:	118
	Other:	15

Minority Groups Served:		
	Black:	2%
	Hispanic:	2%

Income Distribution:		
	Under $5,000	1.5%
	$ 5,000 - 9,999	12.0%
	10,000 - 14,999	27.0%
	15,000 - 19,999	26.5%
	20,000 or more	33.0%

Special Populations:		
	Gifted and Talented	3%

DISSEMINATION

The Program is referenced in ERIC and NEXUS. Broad radio and television coverage has been enjoyed. Two National workshops sponsored jointly with ACPA have been held on the Alma campus to consider career planning and placement at the small college. Newsletters have been distributed. Regional and national presentations have been given. Currently over 450 inquiries have been received on the program.